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ABSTRACT

Focusing on the goal of character education, this book provides the Catholic educational community with a resource for building in students a strong sense of self, including self-identity, self-worth, and self-esteem. Four pillars of self-esteem are presented: security, autonomy, initiative, and industry. These pillars are illustrated with information on symptoms of insecurity, shame, guilt, and inferiority. Illustrations of practices educators can use to assist students in developing self-esteem are grouped under four age categories: (1) early childhood; (2) middle childhood; (3) early adolescents; and (4) administrative. Finally, strategies for using this resource as an in-service program are presented. The book's six chapters are: (1) "Understanding Student Identity Formation and the Self-Esteem Connection"; (2) "Fostering Student Security Formation"; (3) "Fostering Student Autonomy Formation"; (4) "Fostering Student Initiative Formation"; (5) "Fostering Student Industry Formation"; and (6) "Being a Catalyst of Love for Catholic Elementary School Students." The book's appendix details basic plans for implementing school staff inservice workshops. (Contains 22 references.) (SD)

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Fostering Student Self-esteem in the Catholic Elementary School

Sr. Patricia McCormack, IHM, Ed.D.

Department of Elementary Schools
National Catholic Educational Association

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DEDICATION

This work is dedicated to "The Long Blue Line" of Immaculate Heart of Mary educators who have contributed to the formation of souls since 1845.

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PREFACE

Our students come to us today from many different circumstances. Many of these environments are most enriching, some are neutral, and a few are harmful for the child. All of the experiences of a youngster's life contribute to that person's sense of self-identity, self-esteem, self-worth. Research has repeatedly demonstrated that a strong sense of self is the foundation upon which so many character traits are formed.

NCEA is embarking upon an ambitious program of character education. Its recent publication *Character Development in the Catholic School* provides a foundational paper upon which this program will be built. The appearance of this book, *Fostering Student Self-esteem in the Catholic Elementary School*, at the same time provides a strong support for the principles presented in the foundational paper. Catholic educators cannot expect to develop the Christ-like person unless that student has a strong sense of self.

With this work, Sister Patricia McCormack, IHM, Ed.D., has provided the Catholic educational community with a valuable resource. She identifies and clearly defines four pillars of self-esteem: security, autonomy, initiative, and industry. To illustrate her points, she provides information on symptoms of insecurity, shame, guilt, and inferiority. Having laid the theoretical foundation for developing self-esteem, Sister Patricia next provides abundant illustrations of practices that educators can use to assist students. The practices are grouped under four categories: early childhood, middle childhood, early adolescence, and administrative; thus, a school-wide program is provided. Finally, she shows how this resource can be used as part of an in-service program.

The NCEA Department of Elementary Schools expresses its gratitude to Sister Patricia McCormack for developing this valuable program. The Department believes that it will have a profound impact on the students in our schools. Also, the Department expresses its gratitude to Tara McCallum, editorial assistant, for her work in editing and proofreading the original manuscript and to Terry L. Hunter for his assistance in typing the editorial revisions. Special thanks are due to Beatriz Ruiz of the NCEA Communications Department for her work in creating the cover and laying out the book.

The Department offers this book to its members with the hope that it will make their lives as teachers more rewarding and make our students stronger Catholics and American citizens.

Feast of the Annunciation of the Lord, 1999

Jim Brennan, Ed.D.
President

Robert J. Kealey, Ed.D.
Executive Director

Department of Elementary Schools
National Catholic Educational Association

CHAPTER 1

Understanding Student Identity Formation and the Self-esteem Connection

Many voices call upon schools to shape the moral character of students, to prepare children to respond in healthful ways to the growing number of societal problems, to produce a generation of critical thinkers, and to assure excellent academic achievement while meeting these objectives. Basic to each of these noble goals is a child, made in the image and likeness of God, who possesses the foundation of psychosocial development that makes possible conscience formation, moral attitudes, spiritual development, prosocial behavior, healthy relationships, and personal accomplishment. Without this foundation, negative results are predictable.

As teachers strive to provide for the total formation of their students, they sometimes see that individual academic progress, socialization among peers, class productivity, group cohesiveness, and personal soul formation are negatively affected by poor student self-esteem. How, then, can a teacher accomplish the goals of Catholic education unless a solid psychosocial foundation exists within the student?

True education promotes humanization via identity formation of the whole person, that is, the spiritual, psychological, social, emotional, and intellectual person. Whole-person identity formation is essential to the welfare of society, and it is the basis of self-esteem. Self-esteem is related to substance, not to wishful thinking; it is not created in a vacuum. Self-esteem is a by-product of identity formation, which requires the attention and informed efforts of a child's parents and teachers.

A long history of Catholic Church writings concurs with Nowak (1986), who asserted that "it is the primary role of parents to serve the formation needs of their children" (p. 80). The Second Vatican Council (1965) affirmed that parents are "the primary and principal educators" of their children (#11). Subsequent Church documents (John Paul II, 1988; National Conference of Catholic Bishops, 1988; Sacred Congregation for Catholic Education, 1977; United States Catholic Conference, 1976) identified the Catholic school as a formation agency of special significance that supports the family and society in promoting the whole-person formation of children. Beyond providing theological direction for parents as the primary educators of their children, the Church, recognizing the place of psychology in child-rearing, advised parents and Catholic schools to use modern psychology and knowledge of child development to foster holistic development (National Conference of Catholic Bishops, 1972; Sacred Congregation for Catholic Education, 1977; Second Vatican Council, 1965).

Scholars from the psychological community (Adler, 1927; Coopersmith, 1967; Dinkmeyer, 1965; Dinkmeyer & McKay, 1989; Dreikurs, 1958, 1964; Erikson, 1985; Havighurst, 1972; Lickona, 1988) agree that the holistic formation of a child requires sound use of principles of human development, and they recommend child-rearing practices associated with the holistic development of children. Consequently, McCormack (1996) suggested

ways that parents can set the foundation of psychosocial development in their child and then maintain it in age-appropriate ways. Teachers too are integral to the whole-person formation of children. This book suggests practices that the school does apply or can employ to foster the identity development of the students entrusted to its care.

Forming identity is the most serious function of adolescence. Without a well-formed identity, a person will encounter one problem after another during adult life and lack self-reliance, drive, self-control, or a sense of direction, accomplishment, and competence. In contrast, a person with a positive identity exhibits a sense of security, autonomy, initiative, and industry. Although this person functions in a variety of roles, he or she experiences *a sameness in personality.* As a pattern, his or her personality is rather constant and predictable. While interacting with many different individuals and under varied circumstances, this individual receives similar reactions and feedback on a consistent basis.

Erikson (1985) described people with a well-formed identity as those who are comfortable with who they are and who recognize and accept their strengths, limitations, talents, and aptitudes. They choose which qualities of others and which environments are most beneficial for their own growth, and they know which psychological defense mechanisms are most appropriate for them in the face of threat and anxiety. For instance, they know which *temporary* behaviors—denial, sublimation, projection, displacement—best permit them to regulate the impact of a negative environment and to perceive experiences in ways that are compatible with their needs. Occasional, temporary use of such mechanisms not only reduces anxiety but also may lead to positive social outcomes. Such would be the case of an adolescent who experiences rejection or betrayal within a peer group. Employing the defense mechanism of displacement, for example, would allow such a child to work out frustration or anger via a brisk walk, physical exercise, or manual labor and to return to the situation with clearer vision and a strategy that will maintain his or her integrity and meet personal needs. Similarly, a person with a well-formed identity has learned which instincts or intuitions, needs, and roles are most useful to his or her well-being and how to recognize, listen to, and name those promptings. This person also knows how to be an accountable part of the larger whole.

The formation of identity, although the primary function of adolescence, is in the process of development during all previous stages of a child's life. Security and autonomy are rooted in preschool years, while the bulk of development in initiative and in industry takes place during the years of elementary education. It is the exercise of these elements, along with experiences of unconditional love, that forms the substance of self-image on which a child bases self-evaluation. Self-esteem, positive or negative, follows self-evaluation, which is based on self-perception. The foundation is set in the home, and self-esteem is dependent upon it. Identity means who I truly am or, at least, who I believe I truly am over time, in repeated circumstances and with a variety of people. Malone (1996) suggested:

> Our identity (from the Latin *idem*, meaning "the same") is who we are. Our identity can be identical to our thoughts and behavior. We act out of who we think we are. What we think of who we are is our self-esteem: an overall sense of self-worth, love and respect. (p. 5)

The value that a person places on his or her perception of self is called self-esteem. Self-esteem does not come from verbal compliments, exaggerated praise, or from receiving awards and trophies, although each of these kinds of expressions used sincerely provide

affirmation, encouragement, recognition, and support of a truth that the child often already knows deep within. Conversely, these kinds of expressions cannot create self-esteem if the foundation for identity formation is deficient. Self-esteem is rooted in respecting and being satisfied with the choices one makes, even if some choices include pain or sacrifice.

Positive self-esteem results when individuals look at their choices, behaviors, efforts, accomplishments, decisions, abilities, skills, and character and respect what they see. People with positive self-esteem are comfortable with who they are; they accept their strengths, limitations, and capabilities, and they do not try to become a carbon copy of others. They accept their identity as God's plan for them and are willing to work with it and develop it and grow into the fullness of the person they were created to be. If, on the other hand, individuals dislike their perception of self or want to reject it or disown it, then these people might say that they have negative self-esteem or poor self-esteem.

Children make their first conclusions about self-worth, competence, acceptability, and importance to others from their experience of the home environment. They first learn from their parents to be accountable for themselves and to act responsibly toward others. Parents teach through word and example that effort is more important than results and that learning from a process has value in itself, apart from the product. Parents demonstrate that mistakes can become stepping stones to improvement and, therefore, need not be considered failure. Parents also convey to their children that they are made in the image of God and are called to make appropriate life-giving choices at home, at school, and in private. Parents teach accountability for choices, behaviors, and actions or inactions. Identity is formed, step by step, building block by building block, just like habits.

Parents establish the foundation for identity formation on which teachers build and polish. Identity formation is at the heart of self-esteem and is crucial to conscience formation, moral attitudes, spiritual development, prosocial behavior, healthy personal relationships, and personal achievement—at school and beyond. Yet, in modern society, it appears that the development of positive identity formation is arrested in too many instances. That is not surprising because the elements of identity formation—security, autonomy, initiative, and industry—involve some practices that we avoid doing, which, in turn, interferes with growth. For instance, a sense of personal responsibility is essential for positive identity formation and self-esteem, and yet, adults often excuse children from shouldering responsibility or they assume responsibility for children to spare them stress or some toilsome experience. Parents want to ensure that their children do not have to assume the responsibilities that the parents had when they themselves were children. Although such decisions are motivated by love, in reality, the more that parents or teachers take from children the chance to be responsible, the more they are undermining the children's self-esteem.

The work of a parent or teacher in identity formation may be compared to the role of an engineer who is responsible for constructing a building so that it supports life and contributes to society. The life supported through identity formation is both temporal and eternal, and it affects society at its core. Self-esteem is the by-product of the identity formed. Although no simple relationships exist between child-rearing practices and child development, respectable theorists like Alfred Adler, Diana Baumrind, Stanley Coopersmith, Don Dinkmeyer, Rudolf Dreikurs, Erik Erikson, Robert Havighurst, and Thomas Lickona have suggested that identity formation that promotes positive self-esteem has a foundation built upon the four elements of personal security (trust), autonomy (self-reliance), initiative (self-starter), and

industry (follow-through). Although each element has an initial focus time for development in the life of a child, each of these characteristics needs continual development in age-appropriate ways through the elementary school years. In addition, it is important to continue developing the focus points of previous stages.

A child's sense of identity, which will carry him or her through adult life, depends upon a healthy foundation of security, autonomy, initiative, and industry. Parents establish the foundation for identity through parenting practices that support growth in these four elements. Teachers contribute to growth in identity and positive self-esteem when their interaction, classroom practices, and teaching strategies provide student exercise in these same foundational factors.

This book presents an explanation of each of the four foundational elements of identity formation and shares teacher-written suggestions for grade-appropriate ways of fostering growth in each element. Beyond the specific practices associated with the development of security, autonomy, initiative, and industry, research suggests that the following kinds of teacher practices provide a structure for growth in students' positive self-esteem: (a) responding to children rather than conveying indifference; (b) demonstrating warmth or nurturant behavior as opposed to conveying hostility; (c) communicating affection and acceptance in language versus using derogatory remarks or statements of dissatisfaction; (d) practicing clearly defined and enforced limits rather than permissiveness; (e) giving a frame of reference during correction communications rather than easy-to-communicate rebukes or remarks; (f) requiring age-appropriate conduct from children; (g) teaching children to anticipate the desires of others; (h) fostering the ability of children to place themselves in the position of another child and to use that information to guide their behavior choices; and (i) helping children to understand and to assume the role of another person. Teachers who model these kinds of practices create the kind of atmosphere that reinforces the development of positive self-esteem within students.

A democratic atmosphere that focuses on giving encouragement, showing mutual respect, providing discipline linked to misbehavior, taking time for fun, setting firm limits, offering choices, making suggestions, communicating love, and promoting joint decision making promotes positive identity formation. Such an environment nurtures school success and becomes the catalyst for developing self-esteem as defined in *Toward a State of Esteem* by the California Task Force to Promote Self-esteem and Personal and Social Responsibility: "appreciating . . . [one's] own worth and importance and having the character to be accountable for . . . [oneself] and to act responsibly toward others" (1990, p. 18).

The school culture can best help children to increase positive self-esteem and academic achievement by teaching them to accept responsibility for their actions or inactions and their choices and behavior and to own behavior rather than shift the blame to others or change the emphasis and focus from self and the issue at hand to some other topic. Respect for others—as evidenced by self-control of speech and body toward other people, possessions, and one-self—is foundational to growth in positive self-esteem. The respect that children show or fail to show to others reflects their own sense of self-respect.

All people are made in the image of God and deserve respect. Respect needs to be taught. Teachers and parents need to help children to grow in the awareness that their projects, assignments, copybook or portfolio work, behavior, and personal appearance convey a message about their personal opinion, values, appreciation, and expectations for themselves. Such awareness either deepens a positive sense within the children or deepens a sense of inferiority.

Teachers help children, therefore, by insisting on positive, personal-best performance in all areas.

A child's opinion is important; what he or she values is important; what the child appreciates and the expectations he or she places on self are important. Self-esteem begins with self! Teachers do students a great service by holding high expectations, assuming that the expectations are realistic. As in the case of a parent who does a homework assignment for a child, a teacher who waters down realistic expectations conveys to a student that even the teacher does not think that the child is capable of meeting the expectation. Such a practice undermines the development of initiative and industry within a child, two of the foundational elements of identity formation.

Initiative and industry are building blocks of identity formation that have optimum time for foundational growth and development during the elementary school years. Teachers provide an atmosphere conducive to growth in initiative and industry by using a variety of practices which include, but are not limited to, the following:

1. Establish workable systems in the classroom and class work that support success. Is there a standard for work, a way of handing in assignments and independent work, a procedure for advertising upcoming assignments and homework requirements?

2. Be directive while new academic skills are being assimilated, give opportunities for student application of skills under teacher supervision, and then fade out of the process so that the students are more and more in charge of their learning. Is the classroom teacher-dominated or child-centered?

3. Set realistic goals and expectations based on developmental readiness. If a homework assignment given for a specified block of time at home were done in the classroom under teacher supervision, would the completion times match?

4. Teach children how to manage time and task completion. Demonstrate daily, weekly, and monthly calendar planning. Have periodic check-in points for large, long-range projects.

5. Move toward increasing independence within the students.

6. Equip children with the skills needed to achieve classroom expectations before assigning a project. Before assigning a term paper, for example, teach the skills involved: outlining, creating research cards, following a bibliographical format and a footnoting format.

7. Hold children accountable for the mechanics of school practices: (a) completing assignments carefully, with no cross-outs or extensive use of correction fluid; (b) submitting requirements on the due date; (c) completing all assignments with grade-appropriate spelling, punctuation, capitalization, and complete sentences that meet the standards taught and required of the grade level; (d) returning parent-signed notices on the due date; (e) demonstrating the skill of listening by following the directions given, being able to repeat the spoken message, or being able to reword the spoken message to convey the same meaning; (f) finishing responsibilities and activities once begun; (g) demonstrating follow-though on teacher requests and suggestions; and (h) responding to RSVP-type communications as a form of courtesy.

8. Provide application opportunity, exercise, practice of skills needed for developmental tasks via class work, independent work, and homework.

In short, when a teacher equips a student for successful completion of a task, then assists the student to successfully apply the necessary skills, then expects successful completion and requires it, the child experiences satisfaction at the successful completion of the assigned

task and has a growing confidence in his or her ability to accomplish. Success begets success and furthers growth in initiative and industry.

Of course, there may be exceptions made to every practice suggested in this book, but caution is called for so that exceptions do not become the rule. In the experience of this author, too many children lack a positive sense of initiative and industry, which makes them feel inferior and dislike who they are. A child who develops a well-formed identity that solidifies in the high school and early college years will be able to grow through the vicissitudes of life and respond to the graces of life. Without a well-formed identity, a child will go through adult life handicapped and handicapping. The consistent effort of parents and teachers is needed to support the whole-person formation of a child.

In this book is a variety of teacher suggestions that create the kind of classroom climate that promotes positive identity formation in children of elementary-school age. Fifty-two teachers from five Catholic elementary schools contributed to this research. These teachers participated in four afternoons of in-service during which time, within grade level, they suggested the kinds of environment, methods, and school-wide policies that they believed promote growth in security, autonomy, initiative, and industry during the Catholic elementary school years. The grade-level teacher suggestions were collated and grouped according to three categories: early childhood—preschool to Grade 2; middle childhood—Grade 3 to Grade 5; and early adolescence—Grade 6 to Grade 8. The majority of these teachers (69 percent) had 10 or more years of teaching experience.

Often an idea would surface as a contributing factor for more than one identity element. For instance, publishing a weekly or monthly calendar of assignments, projects, and social activities supports growth in security and it creates the possibility for autonomy, initiative, and industry to develop. The predictability and system that a calendar provides creates a boundary that increases security and, at the same time, allows for a student to be responsibly independent in pursuing tasks (autonomy); establishes deadlines and occasions freedom tempered with responsibility and consequences (initiative); and provides exercise in steady care, productivity, long-range planning, and time management (industry). When such cases occur, the ideas are repeated.

Some teacher suggestions for early childhood remain practices during middle childhood and early adolescence as well. One of the suggestions that repeats across age levels is the two-part recommendation to clearly define objectives and expectations regarding grading and homework and to be consistent in procedures, expectations, and acceptance of assignments. Repetition of ideas, therefore, does occur in the lists contained in this book. The lists are not exhaustive, however. The reader is invited to expand the lists, customize them, and adapt the suggestions. Principals will find the material in this book to be an effective tool for faculty in-service and for articulating to parents how the school is promoting the identity formation and self-esteem needs of the children.

CHAPTER 2

Fostering Student Security Formation

Security is the foundation for psychosocial development, which is essential to spiritual development, academic development, and social interaction. The development of a sense of security begins at birth, and possibly within the womb. Secure children have a sense of trust, safety, and confidence that their needs will receive predictable responses from the significant people in their life. When, through consistency on the part of these significant adults, children know that the basics are covered, know their limits and boundaries, and have routine established for the usual events that fill their day, they can devote their energy to tasks about which they feel less confident.

Children who feel secure can dare to try new things, to reach out, to challenge themselves, and to face the challenges of others. When children experience with consistency that what you say is what you do, they make decisions around that perception, and it builds a sense of security for them. In the reverse, if children more often experience that you do not mean what you say, a sense of inferiority and mistrust grows within them. Although security is the primary focus of the first 2 years of life, the need for growth in security extends to all stages of human development. Security, therefore, is always in need of maintenance, if not of remediation or strengthening.

If a general sense of security develops within a child, drive and hope also develop within that child. A child needs to have a developing sense of security in order to be capable of hoping, trusting, and developing in faith. Parents and teachers contribute to the development of a child's positive self-esteem when they function in ways that promote growth in security. Security is fostered through practices that incorporate routine, procedure, system, safety precautions, consistency, continuity, predictability, and follow-through on the part of the adult. Through an attentive, engaging presence, classroom environment, and class management and organizational practices, teachers provide students with a secure structure. For instance, by defining a set of classroom rules with the class, posting or publishing those rules, and determining the positive and the negative consequences that are associated with the expectations, teachers establish a safe, effective, predictable learning atmosphere. Recording homework assignments in a designated chalkboard space each day or providing a weekly homework sheet or posting a calendar for the month with assignments and activities listed are other teacher management practices whereby students' security is strengthened.

Teaching practices, too, can support the growth of security within students. Regularly reviewing previously taught material through the use of such aids as flash cards, subject maintenance sheets, relay races, and student vocabulary index cards creates a sense of continuity and expectation. Even regular use of student call cards (index cards that are each labeled with a different student's name) not only fosters inclusive participation of all students but establishes a routine and a structure for accountability.

All students will benefit from a classroom teacher who establishes routines, procedures, safety precautions, and system for the ordinary activities associated with the grade. To the

degree that the teacher is perceived as consistent and predictable, students will grow more confident and have energy available to take on the challenges associated with school. Continuity establishes the boundaries and limits that promote trust. Teachers who demonstrate with consistency that they say what they mean and mean what they say contribute to the development of a sense of security within their students.

Prior to meeting the teacher, some students already possess a sense of security. For those students, teacher security practices maintain and further develop their existing sense of security. Other students, however, need help to establish their sense of security or to remediate their sense of insecurity and mistrust. It is helpful, therefore, to identify the characteristics associated with security and insecurity so as to determine how best to meet the self-esteem and identity formation needs of the students in regard to security.

All persons have experiences at both ends of the security continuum and at various stops along the way. All persons also deal with feelings of insecurity. To develop a basic sense of security, however, under usual, repeated circumstances the pattern of experiences needs to consist of routine, procedure, system, consistency, predictability, and continuity.

Review the characteristics chart of the Student Security Profile on the next page. Consider which characteristics, as a pattern, generally describe the student. The results will suggest a student security profile that may serve as a guide for teacher intervention and suggest specific advice for the parents of the child.

Teacher practices and school policies that support the growth of security within students are those that incorporate routine, procedure, system, safety, consistency, continuity, and predictability. How many examples of interactions, classroom practices, or teaching strategies can you cite that provide student exercise of this element of identity formation?

The teachers who participated in the research project on which this book is based suggested grade-appropriate ways of fostering security formation in Catholic elementary school children through classroom management and organizational practices, teaching strategies, and school-wide policies. The teacher suggestions in each chapter are grouped according to three age levels: early childhood—preschool to Grade 2; middle childhood—Grade 3 to Grade 5; and early adolescence—Grade 6 to Grade 8. The researcher collated the suggestions and grouped them according to themes. The themes common to all three age levels of students include adult supervision, attentive presence, classroom organization, class work strategies, communication, discipline, encouragement, individualization, interdependence, participation, routine procedures, safety, and student-centered classroom ownership. Additional themes and suggestions are included in each age level but are not common to all of the levels. The suggestions are not exhaustive; be encouraged to expand the list and to share it with colleagues.

Student Security Profile

Which characteristics, *as a pattern*, generally describe the student under *usual, repeated* circumstances?

Characteristics of Basic Security or Trust

- ❑ 1. The student is self-confident.
- ❑ 2. The student demonstrates the ability to depend on others.
- ❑ 3. The student considers it predictable that personal needs will be cared for.
- ❑ 4. The student feels safe and secure.
- ❑ 5. The student believes that most people are trustworthy.
- ❑ 6. The student trusts other students.
- ❑ 7. The student hopes and expects that things will work out well or will be handled satisfactorily.
- ❑ 8. The student can predict with certainty that the support or help of parents, family, and significant others is available.
- ❑ 9. The student places confidence in others and depends upon others.

Characteristics of Basic Insecurity or Mistrust

- ❑ 1. The student is generally fearful.
- ❑ 2. The student often feels frustrated or uncertain.
- ❑ 3. The student does not count on the support or help of parents, family, or peers.
- ❑ 4. The student is suspicious of others and their motives.
- ❑ 5. The student often doubts that people are honest with him or her.
- ❑ 6. The student approaches new people and situations with a feeling of apprehension, uneasiness, and fear.
- ❑ 7. The student conveys an aimless, "lost" attitude.

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EARLY CHILDHOOD: PRESCHOOL TO GRADE 2

Teacher Practices That Develop Security in Catholic Elementary School Students

Model a conscious, ATTENTIVE PRESENCE to create a climate of security in the classroom.

- Be prompt. Greet the students with a smile, make eye contact, and use their name often throughout the day.
- Provide ample opportunity for verbal interaction. Interact with each student on an individual basis at least once a day. Provide days and/or times for the students to share aloud with the class.
- Help the students understand that problems can be shared; listen or offer support or a loving touch.
- Draw the students close to you in story circles, small-group work, and similar situations, providing a sense of friendliness and caring.

Establish details of CLASSROOM ORGANIZATION to provide consistency and continuity.

- Keep all classroom materials in designated places. Have papers, pencils, and other supplies available in the same area all of the time. Have a place for children to put daily work so it can be collected at the end of the day.
- Keep the class arrangement consistent, orderly, and neat; for example, arrange desks in rows or groups.

Provide predictable procedures through CLASS WORK STRATEGIES.

- Write new words on the board so that the students can copy them. Discuss vocabulary words and stories, and allow the students to express their opinion.
- Give the students adequate time to complete their work, and allow them to take it home if necessary. Send incomplete class assignments home as extra homework, and have parents sign it.
- Give the students the opportunity to go over their work and to make corrections.
- Rotate the method for teaching throughout the week so that the students sometimes have a teacher or an aide or work independently.
- Use a consistent format for papers in class; for example, a heading of name, date, and subject area.

Demonstrate effective COMMUNICATION.

- Give feedback to your students on all work that they do.
- Share your own curiosity and feelings when appropriate, so that students learn that life affects children and adults.
- Speak softly and slowly to the students. Use a caring voice, and address them at eye level. Show your pleasure or displeasure by tone of voice and expression, rather than by shouting.

Teach the skills needed for CONFLICT RESOLUTION.

- Discuss and role-play to teach problems solving.
- Encourage the students to resolve conflicts on their own. Teach them tools to use like stating dislike of the action, not the person. Assure them that you are there to help, but discourage tattling.

Incorporate CONSISTENT VALUES throughout all areas of the curriculum.

- Stress values in all of your lessons, using religion and language arts stories for examples.

Involve the students in creating a code of CLASSROOM DISCIPLINE, and abide by the code consistently.

- Post or publish classroom rules for the students, include student input, and determine consequences for breaking the classroom rules. Apply rules and consequences fairly and consistently.

Strengthen students' self-confidence through words of ENCOURAGEMENT.

- Compliment the response of a student, either because the child is correct or because he or she tried.
- Give praise and encouragement through verbal methods and use of small gestures like a pat on the shoulder, whenever a chance arises. Praise for efforts, not merely for results. Give praise liberally to any student who shows improvement and/or good behavior.
- Have a reward and celebration system for Table of the Week, Birthday Child, or Star of the Week, and be consistent.

Develop HOMEWORK procedures that contribute to a climate of security.

- Give homework regularly. Explain homework instructions thoroughly, and stress that homework is an extension of the daily work done in school.
- Distribute a homework sheet each week so the students know what to anticipate, including special reminders. During Grade 2, list assignments on the board each day and go over them orally.

Establish a classroom structure that includes opportunity for INDEPENDENT RESPONSIBILITY.

- Give the students responsibility for managing their work folders, taking them home, and returning them to the classroom.
- Teach your students to respect the library as a quiet area.

Include attention to INDIVIDUALIZATION while promoting the common good.

- Give each student individual time to share a drawing, prayer, and other activities with the class.
- Meet the individual needs of each student, allowing peers to help.

Foster INTERDEPENDENCE or COLLABORATIVE LEARNING to provide exercise in social skills that increase self-confidence and peer acceptance.

- Have the students work together at tables, stressing neatness and quiet. Assign student partners to help peers stay on task and remember everything they are to pack for home.
- Pair the children into partners for doing their work. Encourage the students to help each other and to work in cooperative learning groups.
- Place the students in groups according to ability, being careful not to label negatively. Use small groups and cooperative learning methods.

Encourage PARTICIPATION as a manifestation of belonging, inclusion, and ownership for the common good.

- In each lesson plan, structure a time for questions from students. Speak clearly to the students and answer any questions they may have, giving them your full attention.
- Give positive feedback when having class discussions, even if the answer is wrong; for example, say, "That was an interesting thought," so that the student is not discouraged or embarrassed. Allow the students to pass on an answer in class if they have no response. Rephrase a negative student comment or criticism into a positive statement.

Safeguard the PERSONAL SPACE of each student, and teach children to respect the personal space of others, including the teacher's desk.

- Foster a sense of "at-homeness" for each student by providing an area for belongings. Give each child a closet hook and lunch-kit place. Label that space.
- Allow the students to keep their work private during test taking by separating desks or placing a book upright around their work space.

Determine REALISTIC STANDARDS for work expectations.

- Know what the best effort is for each student, and accept no less. Do not accept careless work; require the student to do it again.

Set up ROUTINE PROCEDURES for the students.

- Establish a daily routine for restroom breaks, snacks, lunch, library visits, computer time, and a weekly routine for subject areas. Adhere to a consistent procedure and schedule each day, allowing time for flexibility when necessary.
- Write the schedules and procedures for subject areas and special days in a place and manner that are clearly visible to the students. Have set procedures for the opening and closing of each day.
- When the regular routine deviates for some activity, such as a field trip, go over the procedure in detail so the students know what to expect.

Provide a climate of SAFETY (emotional and physical) that will allow growth in self-confidence and positive dependence upon others.

- Set a discipline plan so that students know rules and expectations and feel safe with the knowledge that verbal or physical aggression will be dealt with effectively.

Establish that the students will never be laughed at by the other students if they make a mistake.

- Ask for permission from a student before sharing his or her work.
- Display the work of all the students, not just the work of the best students.
- Read aloud as a class so that students who need help can receive it without embarrassment. Do oral reading in different styles, such as having the entire class read at once, reading in pairs, reading within the language group, reading alone, or reading silently. Practice together so that when a student's turn arises, the child is prepared and has learned the difficult words.

Create assignments that provide STRUCTURED INDEPENDENCE to aid growth in security while fostering personal freedom.

- Challenge your students each day with a question or puzzle that they anticipate.
- Provide an activity book for the students to use between class assignments.

Provide STUDENT ASSISTANCE in a manner that respects the dignity of the student and the adult.

- Have a teacher, parent volunteer, or teacher aide observe when students need assistance with work, play, or a disagreement, and discreetly help students who are struggling with, or wavering from, a task. Let your students know that you or your classroom aide are available to help with mistakes and corrections.
- Make a policy that adults in the classroom are resources for the students, and direct the students to approach adults politely with any questions or concerns.

Employ STUDENT-CENTERED CLASSROOM MANAGEMENT to foster a sense of ownership and inclusion.

- Allow the children to exchange papers and to correct each other.
- Devise a job chart for the classroom, giving the students responsibilities for classroom management by assigning jobs such as office messenger, hot-lunch captain, and prayer leader, and rotate duties among students regularly so everyone gets a turn.

Provide SUPPORT MATERIALS to increase students' sense of independence within a climate of security.

- Have a dictionary available to each child to help with spelling.
- Provide hands-on activities, such as counters and number lines, as often as possible in lessons.

Plan ahead, and use a personal system of TIME MANAGEMENT to provide students with predictability in the classroom.

- Use time management contracts for your students.
- Schedule free time at the end of the day for students in Grade 2, so they can complete any assignments from class that they did not finish.

MIDDLE CHILDHOOD: GRADE 3 TO GRADE 5

Teacher Practices That Develop Security in Catholic Elementary School Students

Model a conscious, ATTENTIVE PRESENCE to create a climate of security in the classroom.

- Greet the students individually, by name, as they enter your classroom.
- Accent the positive, and smile often. Be aware of the tone of your voice.
- Be available to the students for extra help before and/or after school. Offer individual tutoring during lunch or after school for students with specific problems.
- Get to know your students well, making a point of keeping up with their progress in each subject area and talking with the students on an individual basis frequently.
- Meet with a student privately, if requested to discuss problems in school or at home.

Establish details of CLASSROOM ORGANIZATION to provide consistency and continuity.

- Use seating charts.
- Write the homework and daily work in the same place in the same subject order each day.
- Fill out an assignment sheet for an absent student, and attach work papers and a summary of what happened in each class that day.

Provide predictable procedures through CLASS WORK STRATEGIES.

- Encourage students to bring in materials related to extracurricular activities.
- Give follow-through or practice assignments that are not always graded but instead are done for reinforcement.
- Give verbal and written directions for each activity, and make them easily understandable.
- Have the students write in a creative writing book on a weekly or biweekly basis.
- Make students aware that skills learned in each subject area support the skills needed in other subjects.
- Finish the lesson for the day, and then inform the students of the plan for tomorrow's lesson.
- Give fifth-graders a chance to correct their mistakes on papers and to hand them in to raise their points.
- Have fifth-graders take notes in class by the end of the year, and allow them to write tests based on those notes.

Demonstrate effective COMMUNICATION.

- Do your best to return corrected tests to students the next day, and discuss the answers.
- Explain the grading procedures at the beginning of the school year, and review

them periodically. Have clear grading policies, giving credit for what is accomplished but not downgrading for what is not done.
- Have a calendar posted in the classroom, showing special assignments and activities for the month.
- Note upcoming tests and project due dates on the board 1 to 2 weeks in advance.

Involve the students in creating a code of CLASSROOM DISCIPLINE, and abide by the code consistently.
- Be consistent in dealing with problem behavior.
- Define a set of classroom rules and post them. Explain the expectations and the consequences of breaking rules.
- Have consequences for going into another student's desk without permission.

Strengthen students' self-confidence through words of ENCOURAGEMENT.
- Acknowledge the success of a student with a note.
- Give the students points for a correct answer, positive behavioral habits, and so on. Award a prize for points accumulated, such as a free book from the paperback club.

Develop HOMEWORK procedures that contribute to a climate of security.
- Give an assignment sheet for projects, with instructions written in great detail.

Establish a classroom structure that includes opportunity for INDEPENDENT RESPONSIBILITY.
- Teach the students to self-edit and self-evaluate their work.

Include attention to INDIVIDUALIZATION while promoting the common good.
- Be aware of the individuality of each student, and constantly reevaluate your strategies and presentations to accommodate the needs of each student. Give different types of assignments that appeal to various strengths, such as memorization, class discussion, art, drama, and creative writing. Try to incorporate multiple-intelligence activities into projects so that every student can excel; for example, allow an art presentation for a social studies project.
- Schedule student-teacher and parent-teacher conferences whenever necessary.

Foster INTERDEPENDENCE or COLLABORATIVE LEARNING to provide exercise in social skills that increase self-confidence and peer acceptance.
- Encourage the students to work in peer study groups to edit and evaluate each other. Assure them that it is okay to ask for help. At times, group students by skill level to give them assistance in areas of need. Have the students mentor classmates who are less capable of doing certain academic tasks. Pair the students for learning groups so that they can help each other.
- Have the entire class work toward a merit party.
- Teach the students to be complimentary to their peers and to listen attentively when reports are being given.
- Use a buddy system so the students can help each other remember important things.

Encourage PARTICIPATION as a manifestation of belonging, inclusion, and ownership for the common good.

- Call on students by drawing individual numbers from a can or by using a shuffled index-card system.
- Encourage class participation by all students, allowing them to participate voluntarily and also calling on them randomly. Make a point of calling on each student at least once a day. Choose the students who raise their hand to answer, rather than the ones who call out.
- Encourage the students to take risks during open discussions. Give them positive responses for contributions, and no put-downs.

Set up ROUTINE PROCEDURES for the students.

- Maintain a consistent routine for mornings, recess, lunch.
- Establish a schedule, and stick to it as much as possible. Post the daily schedule, weekly announcements, notices of special events, and assignments on the board in your classroom.

Provide a climate of SAFETY (emotional and physical) that will allow growth in self-confidence and positive dependence upon others.

- Allow individuals to speak during class discussions without interruption.
- Post some grades by the end of Grade 5, but use a code number so they are not easily identified.
- Follow through on complaints regarding bodily injury or verbal abuse among students.
- Allow individual students to pass their turn and avoid embarrassment, if the entire class is participating in an activity.
- Ask a student to think of another possibility/answer rather than tell the child something is wrong.

Employ STUDENT-CENTERED CLASSROOM MANAGEMENT to foster a sense of ownership and inclusion.

- Assign a responsibility to each student at which he can succeed.
- Assign student jobs on a monthly or quarterly basis, rotating the responsibilities among all of the students. Give everyone a chance to serve as classroom monitor.

Provide SUPPORT MATERIALS to increase students' sense of independence within a climate of security.

- Have review and reference materials available to the students.

EARLY ADOLESCENCE: GRADE 6 TO GRADE 8

Teacher Practices That Develop Security in Catholic Elementary School Students

Model a conscious, ATTENTIVE PRESENCE to create a climate of security in the classroom.

- Greet each student every morning with a smile and a handshake.
- Have a good sense of humor with your students, laughing at their jokes, playing along with their games. Tell your students how much you enjoy being there with them.
- Offer after-hours tutoring for the students to ask questions about material they do not understand.

Establish details of CLASSROOM ORGANIZATION to provide consistency and continuity.

- Have a place for everything in the classroom—supplies, lost articles, completed papers. Let the students know which supplies are available to them and which are reserved for use only by the teacher.
- Post homework and project assignments in a designated place on the board. Establish homework partners so students can record assignments for their partner when he or she is absent.
- Have students head all of their papers uniformly and turn them in to a designated place on a consistent basis.

Provide predictable procedures through CLASS WORK STRATEGIES.

- Be knowledgeable of the material you teach, and use various modes of response, such as oral, written, and artistic. Give the students opportunities to excel by using multiple intelligences.
- Give regular and consistent amounts of class work and homework. Clearly define objectives and expectations regarding grading and homework. Be consistent in your procedures, expectations, and acceptance of assignments.
- Grade the contents of an assignment separately from the format. Make positive comments on written assignments.
- Provide meaningful follow-up work, not just busy work.
- Repeat directions by writing them down, talking them through, and having the students repeat them.
- Teach a variety of problem-solving methods that include using model situations and structured practice, so that individual students can choose the method that is best for them.
- Use response cards to check on the level of understanding the students achieve.

Demonstrate effective COMMUNICATION.

- Be consistent with assignments. Give clear directions for assignments, and provide opportunity for the students to exchange ideas. Make students aware of requirements and due dates, and enforce them.
- Encourage students to express their opinions and to be able to back them up. Do not discipline for wrong answers; accept students' responses, and reword them when necessary. Listen to your students, and encourage them to listen to each other, offering only positive comments and never judging.
- Give the students a monthly newsletter of activities for them and their parents, or complete a monthly calendar with the students that includes all tests, projects, activities.
- Grade all student work in a timely manner. Inform the students of their academic progress, and give them grade sheets so they can track their own projects and progress. Post grades weekly and at midterm, using code numbers instead of names to safeguard privacy.
- Hold a class meeting each day to update the students on activities of the day or week, and give them pertinent information. Or, post the daily plan on the board or on an overhead screen so students can copy it.
- Hold individual conferences with students while the others are working.

Involve the students in creating a code of CLASSROOM DISCIPLINE, and abide by the code consistently.

- Clearly define rules and expectations, and be consistent with discipline. Present the school handbook to the whole class to go over any material that needs clarification.

Strengthen students' self-confidence through words of ENCOURAGEMENT.

- Maximize successful experiences, and respond to unsuccessful experiences by problem solving. Give praise for work well done and for effort and improvement.
- Reward students with time to listen to their music when they have completed a project successfully.

Include attention to INDIVIDUALIZATION while promoting the common good.

- Give the students an informational getting-to-know-you activity sheet on the first day of school. Use the information gathered for bulletin boards and to unify the group. Refer to it throughout the year.
- Accept the individual differences of the students.

Foster INTERDEPENDENCE or COLLABORATIVE LEARNING to provide exercise in social skills that increase self-confidence and peer acceptance.

- Assign group projects with clear guidelines, and allow working in partnerships so students can learn teamwork.
- Establish homework partners so students can record assignments for their partner when he or she is absent.
- Give the students an opportunity to peer-edit.
- Stress independence, but allow the students to rely on others.

Encourage PARTICIPATION as a manifestation of belonging, inclusion, and ownership for the common good.

- Encourage the sharing of ideas and opinions without judgment from the teacher or other students. Provide a student suggestion box.
- Encourage the students to exercise their sense of authority by running for office in class or for the student council.
- Never let money exclude a student from participating in an activity. Make it clear that there are extra funds available.

Safeguard the PERSONAL SPACE of each student, and teach the children to respect the personal space of others, including the teacher's desk.

- Teach the students respect for their own property and the property of others by not allowing anyone else to go in their desk or locker without permission.
- Instruct students that the teacher's desk is private property and that no student should be near it in the teacher's absence or without the expressed permission of the teacher.

Provide a climate of SAFETY (emotional and physical) that will allow growth in self-confidence and positive dependence upon others.

- Consider establishing a policy that oral presentations are on a volunteer basis.
- Do not embarrass a student if he or she is not "involved" in the lesson.
- Keep teacher-student talks confidential.
- Show respect toward all students, and require each of them to show respect toward the teacher and other students. Call on each student at least once a day. Give students considerable time to answer, and give them the option to pass on a question. Respect the questions of your students. Utilize a round-robin answering system.
- Establish a policy of honesty.

Employ STUDENT-CENTERED CLASSROOM MANAGEMENT to foster a sense of ownership and inclusion.

- Give the students responsibility for tasks that need to be done in the classroom, such as updating the calendar, taking attendance, cleaning, and raising the flag. Rotate jobs.

Create activities or assignments that provide STRUCTURED INDEPENDENCE to aid growth in security while fostering personal freedom.

- Reward the students with time to listen to their music when they have completed a project successfully.
- Maintain various activities for free-time use, such as puzzles, recorded books, brainteasers, and worksheets.

Incorporate time-management skills and predictable TESTING PROCEDURES for graded evaluative work.

- Give students time and tools to prepare for large tests and final exams. Announce a test date several days in advance, and stick to the posted date.
- Give weekly quizzes, and test on the same day every week. In a departmental situation, cooperatively develop a plan to space testing throughout the week.

Administrator Practices That Develop Security in Catholic Elementary School Students

Provide ADULT SUPERVISION that demonstrates a conscious, attentive presence that exceeds physical attendance.

- Do not allow students in any area of the school without adult supervision.
- Schedule lunch and recess times consistently, providing adult supervision via teachers, aides, and volunteer parents. Assure students that they may go to these adults for help.
- Set up designated pick-up times and places for students at dismissal, providing teacher supervision until all have left safely.

Model an ATTENTIVE PRESENCE to help each student to feel a sense of membership within the total school.

- Make frequent walk-throughs of hallways and classrooms to give students a sense of safety and connectedness with the principal as a significant adult in their life.
- Be available for student consultation.
- Consider hosting a monthly birthday party for all students who celebrate that month.

Provide COMMUNICATION that is respectful, clear, and regular to support growth in security.

- Emphasize that mutual respect and cooperation throughout the school requires acting and speaking respectfully to students, teachers, and administrators.
- Communicate your parent policy on requesting assignments for an absent child.
- Produce a school bulletin that is sent home weekly containing any pertinent announcements and good news to share.
- Hold a morning assembly daily at which the flag is raised, pledge is recited, morning prayer is said, and announcements are made.
- Schedule a specific time for parents to meet with teachers and/or administration.

Incorporate CONSISTENT VALUES throughout all areas of the school.

- Christian charity should be discussed and required in all areas of the school—not just in religion class, but in all classes and on the playground.

Establish a school-wide code of DISCIPLINE that contributes to the common good and fosters a sense of belonging and of identification.

- Invite students to offer suggestions about school policy.
- Publish school policies that are consistent and fair regarding admission, dress code, discipline, playground expectations, emergency procedures. Make known the consequences of poor choices or of not following policy, and apply the consequences consistently. Have the school handbook readily available to students, parents, and the administration for referral.

- Send home school policies in the handbook at the beginning of the school year. They should be reviewed and signed by the parent(s) and the student and reviewed periodically throughout the school year.
- Review school policies and require classroom teachers to review them, particularly those related to discipline, the playground, and the dress code. Emphasize that the students also need to know the policies so that they feel safe.
- Address problems when they arise.
- Hold staff meetings that emphasize consistency across grade levels.
- Train the staff and faculty in the discipline program, so that supervision is consistent and clear.
- Stress with the students the ownership of their personal behavior and responsibility for it. Establish a behavioral system that includes consequences for noncompliance, and be consistent in applying them.
- Require that students maintain grades at a predetermined level for participation in sports or other extracurricular activities.
- Develop a sense of belonging to the school by requiring the students to conform to the uniform code, to respect other classes by being quiet in the hall, to greet visitors courteously, to stay within the assigned play area, and to be respectful to adults.

Promote PUBLIC ENCOURAGEMENT of students to advertise the values of the school.

- Put in place a student honors program that rewards excellence in effort, perfect attendance, and good grades.
- Reward positive behavior with a specific program, such as recognizing students for accomplishments and achievements or for spirit and attitude, as recommended by the teachers, and presenting them awards before the student body.

PARTICIPATE in school community events to foster school spirit, accountability, and a sense of belonging.

- Promote a school-wide monthly service project led by a different class each month.
- Give the students the opportunity to set an example for the younger students by assigning buddies for events such as church or assemblies.
- Have monthly school liturgies that include the entire student body.

Emphasize SAFETY, emotional and physical, as foundational to the development of a sense of security.

- Make the school office a friendly place, avoiding its use as a place for punishment.
- Keep cumulative records confidential.
- Provide a safe environment that is free from drugs, violence, and gangs during the school day and at after-school events. Keep students well chaperoned. Never allow a student to leave the premises without either clearing it with the office or the adult in charge or being signed out in the school office by a responsible adult.
- Require licensed and insured drivers for field trips.
- Have a standard emergency procedure for the school, and rehearse it on a regular basis.
- Require visiting adults in the building to sign in at the school office and to wear a badge. Inform the students of this policy.

- Require that students be registered in day care and picked up promptly. Do not allow students to roam the property unsupervised if they are dropped off early or picked up late. Establish a precautionary policy, and publish it to the parent community.
- Adhere to strict dismissal routines with set traffic patterns and times.
- Provide a healthy lunch program, and allow treats to be available only during specific times.
- Stress the importance of arriving at school on time and being prepared to begin the school day.
- Provide a safe area for the youngest students to play, separate from the older students.
- Never allow a student to put down another student.
- Never tolerate physical or verbal abuse among students. State clearly the consequence of such abuse, and enforce consequences consistently.
- Stress that students should always have a partner in the hall, whether it is for visiting the restroom, office, or library or for walking around school property, especially if this means crossing streets.

CHAPTER 3

Fostering Student Autonomy Formation

Success essentials for adult life and for school achievement and a personal sense of accomplishment and independence include self-control or self-discipline, decision-making skills, assertiveness without aggressiveness, and having the ability to act appropriately within a given circumstance. Such descriptors are characteristic of autonomy, one of the four elements of identity formation. Autonomy—or the sense of healthful independence, inner authority, self-reliance, and the capability of making appropriate decisions without the need for supervision—is essential to the kind of identity formation that leads to positive self-esteem. A child who is taught a process for making responsible decisions, is given repeated opportunities to apply decision-making skills, and who experiences consistent practice in knowing limits, making choices, and living with the consequences of the choices made develops a sense of autonomy. As an autonomous child develops, he or she replaces early childhood rules with a code of conduct or standards to apply to circumstances without the need for adult intervention. A positive sense of self-awareness develops, and it becomes the child's inner authority. Intrinsic motivation and self-control follow.

One major way that parents and teachers can promote growth in autonomy is to adopt the attitude that praises effort more than result. As adults, we know that often we do not have control over the result or end product of our efforts. Often circumstances beyond our anticipation or authority interfere with our efforts. How misguided we would be to perceive results as the measuring stick on which to base self-esteem. Better that we would look to the effort over which we had control and to value the energy, input, preparation, or growth in critical thinking that went into a project and in comparison to the last project that was undertaken. This kind of evaluation develops inner authority and self-governance. Another major attitude that contributes to the development of autonomy is found in the maxim, Do nothing for a child that the child can do independently. When a teacher or parent performs tasks that are appropriate to the student, the student may conclude that the adult does not think he or she is capable of doing the task. This attitude undermines autonomy and contributes instead to a sense of self-doubt.

Growth in autonomy is also fostered by teaching children a process for making responsible decisions. A simple four-step process can be applied to all issues and situations. Through direct instruction, role playing, discussion of character actions in stories or films, teach children (a) to stop and think rather than react, (b) to become conscious of the choice possibilities available to them, (c) to consider the consequences related to each choice possibility, and (d) to consider the family and religious values that shape their personal code of conduct.

A characteristic of autonomy that requires adult help to acquire is the ability to be respectfully assertive. In other words, children need to learn to represent themselves; to state or affirm their position on an issue; to claim a right or affirm an idea; or to contradict, refute, or reject an idea that another person holds and to do it in a manner that conveys respect for

the other person. Teachers can help students to appreciate the value of respectful assertiveness and to develop it within themselves by conducting class instruction with illustrated examples; holding one-on-one conferences; taking advantage of the teachable moments that arise in the classroom and on the playground; involving the students in critiquing characters in stories and film for their use or misuse of assertiveness; searching the Gospels for occasions when Jesus respectfully affirmed his position or disagreed with the opinion or practices of others; and role-playing situations that highlight the need for, and techniques of, being respectfully assertive.

A typical classroom occasion that invites a lesson in respectful assertiveness is when a student believes that he or she deserves an A grade on a project but received a lower grade. Teachers can advise the student to ask the teacher in question for a convenient time to discuss the project, so that the student can tell the teacher he or she is disappointed in the project grade and would like advice on how to improve the grade in the future. The student should ask what criteria the teacher looks for in order for a student to achieve an A grade. A tactic such as this is face-saving and gracious and has the potential to be life-giving for the student and the teacher. Regardless of how the meeting turns out, the student will have reason to feel self-respect from handling a situation that affected his or her well-being. That self-respect translates into positive self-esteem.

Although autonomy is the initial focus of ages 2 through 4, the need for growth in autonomy extends to all stages of human development. Autonomy is always in need of maintenance, if not of remediation or strengthening. To the extent that a child's efforts toward independence result more often in positive experiences than in experiences of shame and self-doubt, *self-control* and *will power* become traits of the child. Some experience of error, disapproval, or self-doubt is part of each of us and needs to be in order to teach us to balance interdependence with independence and to temper aggressiveness with respectful assertiveness. The goal for identity formation, however, is to outweigh experiences of disapproval with exercises that promote responsible independence, self-governance, accountability, respectful assertiveness, and intrinsic self-control. A child with a positive sense of autonomy becomes self-disciplined and does not need extrinsic motivation, rewards, or bribes in order to make positive, life-giving choices.

Through attentive presence, classroom environment, and class management and organizational practices, teachers provide students with a structure that promotes autonomy. For instance, providing geoboards, computers, puzzles, and permitting students to choose among these activities when class assignments are finished is a way that teachers provide a climate for autonomy to develop. Instituting a coupon system to permit students to leave the room to use the restroom or to get a drink of water and letting students monitor sports equipment check-out, organize lunch orders, or direct dismissal procedures also increase independence, self-governance, and accountability.

Teaching practices, too, can support the growth of autonomy within students. Establishing a way to publicly acknowledge when a student demonstrates responsible independence not only models to other students but encourages similar behaviors among peers. Some teachers set up the Workshop Way or design a contract with many choices of activities that achieve similar goals and give students the option of designing an activity other than those on the contract, subject to teacher approval. The homeroom teacher and teachers of religion, social studies, or literature have abundant opportunities to provide role-play incidents that teach students how to stand up for themselves in respectful, nonviolent ways with peers and

adults. Each of these examples defines boundaries, establishes criteria, builds accountability, fosters independence, and empowers students to assume responsibility for self and ownership for community. These are some of the ways that teachers create the kind of classroom climates that promote positive identity formation.

Prior to meeting the teacher, some students already possess a healthful sense of autonomy. For those students, teacher autonomy practices maintain and further develop their existing sense of responsible independence and self-respect. Other students, however, need help to establish their sense of autonomy or to remediate their sense of shame and self-doubt. It is helpful, therefore, to identify the characteristics associated with autonomy and self-doubt, so as to determine how best to meet the self-esteem and identity formation needs of the students as they relate to autonomy. All persons have experiences at both ends of the autonomy continuum and at various stops along the way, and everyone deals with feelings of self-doubt and dependence on others. To develop a basic sense of autonomy, however, under usual, repeated circumstances the pattern of experiences needs to consist of responsible independence, self-governance, accountability, intrinsic self-control, respectful assertiveness, and value for effort more than for result.

Review the characteristics chart of the Student Autonomy Profile on the next page. Consider which characteristics, as a pattern, generally describe the student. The results will suggest a student autonomy profile that may serve as a guide for teacher intervention and suggest specific advice for the child's parents.

Teacher practices and school policies that support the growth of autonomy within students are those that develop self-reliance, accountability, responsibility, self-control, and respectful assertiveness rather than aggressiveness. How many examples of interactions, classroom practices, or teaching strategies can you cite that provide student exercise of this element of identity formation?

The teachers who participated in the research project on which this book is based suggested grade-appropriate ways of fostering autonomy formation in Catholic elementary school children through classroom management and organizational practices, teaching strategies, and school-wide policies. The teacher suggestions in each chapter are grouped according to three age levels: early childhood—preschool to Grade 2; middle childhood—Grade 3 to Grade 5; and early adolescence—Grade 6 to Grade 8. These suggestions were collated and grouped according to themes. The themes common to all three age levels of students include affirmation, attentive presence, cooperative or interdependent learning, creative expression, emotional safety, encouragement, homework, personal responsibility, respectful assertiveness, structured independence, and student-centered classroom management. Additional themes and suggestions are included in each age level but were not common to all three levels. The suggestions are not exhaustive; be encouraged to expand the list and to share it with colleagues.

Student Autonomy Profile

Which characteristics, *as a pattern*, generally describe the student under *usual, repeated* circumstances?

Characteristics of Basic Self-reliance

- ❑ 1. The student usually assumes the freedom to be in charge of self without needing to be told what to do.
- ❑ 2. The student is self-governing and does not require an adult present as a controller.
- ❑ 3. The student uses personal freedom in a way that respects the rights of others.
- ❑ 4. The student can stand up for self in a healthy, positive way and be assertive without being aggressive.
- ❑ 5. The student practices self-control without feeling a loss of self-esteem.
- ❑ 6. The student has a sense of appropriateness, dignity, or gracefulness in new situations.
- ❑ 7. The student knows personal limits (how far to go; when to stop).
- ❑ 8. The student can accept corrections or criticisms and benefit from them.
- ❑ 9. The student is independent in a positive way.

Characteristics of Basic Self-doubt

- ❑ 1. The student does not know personal limits and, therefore, does not know how far to go in a situation.
- ❑ 2. The student is afraid of testing personal limits.
- ❑ 3. The student is generally afraid of making a mistake and would rather do nothing than meet with disapproval.
- ❑ 4. The student is painfully self-conscious.
- ❑ 5. The student desires to be invisible, to fade into the background.
- ❑ 6. The student turns anger against self.
- ❑ 7. The student feels inappropriate or unacceptable.
- ❑ 8. The student is sensitive to, and conscious of, personal shortcomings.
- ❑ 9. The student often experiences a sense of regret.
- ❑ 10. The student often feels disapproval or censure from others.
- ❑ 11. The student often expects disapproval from others.

EARLY CHILDHOOD: PRESCHOOL TO GRADE 2

Teacher Practices That Develop Autonomy in Catholic Elementary School Students

Demonstrate sincere AFFIRMATION to convey the attitude that the students are capable of praiseworthy choices without needing to be told what to do.

- Choose a Student of the Week.
- Compliment the class for behavior or a job well done.
- Find something positive in each student, and help to expand it.
- Give a reward, verbal or otherwise, to student groups or individuals who show extra effort.
- Keep a "kindness tree" in the classroom, and add a leaf with the noted kind deed written on it.
- Provide surprises for various children in the class, such as a kind note on a student's desk, and rotate the recipients, making sure that each child receives something at least once every week or two.
- Try to say yes when a student requests something, more often than you say no.

Help students to develop the skills related to respectful ASSERTIVENESS, so that they can represent themselves in positive, nonaggressive ways.

- Encourage the students to assert themselves through projects, such as presenting book reports for which they dress up as the main character, interviewing a bookstore owner, writing a book review for a newspaper, or making puppets and presenting story dialogue.
- Give students an opportunity to speak in turn and allow them to complain or be critical, but require them to rephrase negative comments as positive suggestions. Teach students how to give constructive criticism and how to be appropriately assertive.
- Give students the freedom to express their opinions or strategies during classroom discussion.
- Provide time for each student to share or speak in front of the class, to help the child develop a public-speaking presence. Teach the skills needed, such as standing tall, speaking clearly, and speaking loudly.
- Provide a special time, day, or week for each student to share personal things with classmates, such as photos, collections, projects, or pets.
- Provide an opportunity for each student to speak in front of the class; for example, schedule a show-and-tell, making it simple for the comfort of the shy student. Encourage the students to tell stories to the class.
- Speak with respect to the students, and expect them to do the same to you. Teach your students how to point out respectfully something you may have forgotten or a mistake you may have made. Communicate the messages that no one is perfect and that teachers are not infallible.

Model an ATTENTIVE PRESENCE to engage students as individuals and to convey a sense of worth to them.

- Be an active listener, commenting and motioning for attention when a student speaks to you. Respond appropriately.
- Find the time to talk with each student, and listen to them speak about school, home, family, and fun.
- Respect the students, and insist that they respect each other and each other's opinions.
- Smile often, and have a positive attitude.
- Treat each question and answer with thought and kindness, explaining or correcting if a response is wrong and continuing if it is right.

Provide thought-filled CLASSROOM ORGANIZATION to support self-governance.

- Set a routine for the students.
- Give students a desk or work area that is their private property and personal responsibility.
- Designate places for placing homework, class work, folders.
- Provide a weekly homework sheet to each student, or by Grade 2, have students copy homework assignments and note important reminders themselves.
- Be sure to call on all students whether or not they raise their hand. Teach the students that it is okay to take risks and attempt to answer a question, even if they are not sure of correctness.
- Give adequate time to the students to complete the assigned tasks.

Use COMMUNICATION opportunities to praise effort more than result.

- Contact the parents of each child by mail or phone at least once each quarter to state the value of their child, not the child's academic achievement.

Teach CONFLICT RESOLUTION skills to help students to accept corrections or criticisms, to benefit from them, and to develop a sense of appropriateness.

- Allow the students to decide among themselves issues such as who should go first and to resolve their own conflicts.
- Encourage the students to find their own solutions to problems, rather than ask you for answers right away. If a student shows particular skill or creativity, ask that child to share his or her solution with the class.

Provide COOPERATIVE (INTERDEPENDENT) LEARNING experiences to help students to use their personal freedom in ways that respect the rights of others.

- Have guidelines for small-group work, such as every member is important, every idea deserves attention, and every question comes from thought.
- Allow the students to participate in groups for language, library, and computer work, where they must remember to which group they belong and function outside of the classroom environment.
- Place the children in groups for work, and assign each student a duty within the group. Provide hands-on activities and small-group work sessions.

Provide exercises in CREATIVE EXPRESSION to develop students' personal style.

- Encourage the students to use free time to write independently in a journal with no limits on topic selection, or enhance the students' creativity and independence by giving topic choices in writing assignments.
- Illustrate written activities, and encourage self-expression and creativity. Help students to create by having them rewrite a story just read using their own ideas.

Promote respect for DIVERSITY to help students to broaden views and possibilities and to encourage self-acceptance.

- Give a student a choice in reading religion lessons aloud, particularly if the child is not practicing the faith you study.
- Discuss the different cultures of the families of students in your class.
- Supply individual learning programs for remedial students, and challenge students who understand quickly.

Enable students to practice self-control without feeling a loss of self-esteem by establishing EMOTIONAL SAFETY procedures.

- Create a silent signal for a troubled student so that you need not call attention to the child in front of the entire class.
- Give problem students a time-out when needed, so they can choose when they are ready to change their negative behavior and rejoin the group.
- Give each student the opportunity to deliver messages to the office or to the school secretary, so that the child feels comfortable in the authoritarian areas of the school.

Provide ENCOURAGEMENT to help engender in students appropriate risk taking in future endeavors.

- Encourage students to add to their project, and agree to accept it when it is finished.
- Encourage the students to try new things, such as tasting the result of a cooking project.
- Teach the students to be good citizens. Have the students be responsible to themselves and their classmates; award good deeds and kindnesses with class prizes.

Focus on MOTIVATION as a tool to nurture the development of intrinsic self-control within students.

- Create a program in which students strive to succeed, such as a Friday Brunch Club.
- Post homework charts that record students' progress.

Allow students consistent exercise in PERSONAL RESPONSIBILITY, which is essential to their growth in personal autonomy and responsible independence.

- Make the students aware of the behavior necessary to create a happy learning environment.
- Allow the students to do such things as get tissues and sharpen pencils.
- Discourage students from copying the work of other students. Stress the need to think for oneself.

- Expect the students to be responsible for doing their jobs and monitoring themselves.
- Make the students responsible for their own work: completing it, turning it in, and correcting it.

Encourage STRUCTURED INDEPENDENCE to allow students to grow in freedom, responsibility, and self-governance while facing personal limits and expectations.

- Create work centers for the students. Allow them to choose and manage their own order, but require the completion of all assignments.
- Give each student a pass for using the restroom that he or she must be responsible for keeping and showing when necessary.
- Allow the students free time, and give them choices of activities for filling free time when they have completed their assignments while others are still working. Or, maintain a list of "teacher's helper" duties (such as filing and cleaning) for the students to do when they have completed their work. Have library books and activities available.
- Schedule a time each day when the students can choose their own activity or work station and either share that space or know when to move on when it is someone else's turn.
- Have extra free-choice activities available in every subject area.
- Provide a few things for the students to complete in a prescribed amount of time before moving on to free time.
- Provide choices of ways to complete an assignment.

Employ STUDENT-CENTERED CLASSROOM MANAGEMENT to reflect a democratic style of leadership and to support growth in students' self-reliance.

- Have class officers by Grade 2, give each a job list that includes job descriptions, and make the students responsible for the completion of their job assignment.
- Create a classroom job list, and have the students learn responsibility by assigning jobs, such as straightening closets, setting up the pencil sharpener, and giving out folders. Rotate jobs on a regular basis.
- Have extra supplies available to the students, such as pencils and crayons.
- Ask students which paper they think presents their best work, and allow the students to select the work to display in the classroom.
- Make the classroom the students' area, giving them responsibility for keeping it neat and clean.
- Work with pride as a group to beautify the classroom and the school.

MIDDLE CHILDHOOD: GRADE 3 TO GRADE 5

Teacher Practices That Develop Autonomy in Catholic Elementary School Students

Provide sincere AFFIRMATION to convey the attitude that the students are capable of praiseworthy choices without needing to be told what to do.

- Accept all answers and questions from your students. Reword them rather than identify them as wrong or confusing.
- Confidentially choose a student to whom you will be extra nice for a week, making sure that each student is chosen at some point.
- Praise the students realistically, specifically, and as often as possible.

Help students to develop the skills related to respectful ASSERTIVENESS, so that they can represent themselves in a positive, nonaggressive way.

- Allow discussion of ideas in your classroom, recognizing that a difference of opinion is possible.
- Allow the students to argue points in a respectfully assertive manner. Give the students the freedom to express their own feelings, free of criticism.
- Have the students make oral presentations on a chosen topic.
- Schedule a discussion time on a regular basis, when students can talk about a topic of their choice.

Model an ATTENTIVE PRESENCE to engage students as individuals and to convey a sense of worth.

- Have a designated time when students can come and discuss with you concerns about their work or personal life.
- Keep a notebook for each student, and grade it every quarter.

Use COMMUNICATION opportunities to praise effort more than result.

- Develop listening and audience skills with the students.

Provide COOPERATIVE (INTERDEPENDENT) LEARNING experiences to help students to use their personal freedom in ways that respect the rights of others.

- Require some assignments for which the students do their work individually, though they need the experience of working in groups to learn cooperation and sharing of responsibility. Give the students occasional opportunities to choose to work with a partner or to work alone on an assignment.
- Support a buddy system with your class, encouraging the students to read to the children in younger grade levels.
- Form cooperative groups with students who can share talents and contribute to the group process and product.

Provide exercises in CREATIVE EXPRESSION to develop students' personal style.

- Allow freedom within projects for choice and creativity. Occasionally allow the students to choose what type of activity they would like to do in a specific subject area.
- Give at least one assignment each month that can be done in different styles, such as oral, written, artistic, computerized, or dramatic.
- Let the students create and administer a spelling test or quiz on specific subject matter.

Exercise positive DISCIPLINE to develop freedom tempered with responsibility.

- Make sure your students are familiar with the daily routine and schedule.
- Require students to raise their hand to be called on in class.
- Teach Christian ideas in religion class, but practice Christianity throughout the day.
- Direct the consequences for inappropriate behavior toward the individual, not the entire class.
- Expect personal accountability for a student's behavior. Give a student time away from class when struggling, and let the child return when he or she feels in control.
- Involve the students in making the classroom rules. Clearly state classroom rules; post the rules and consequences in your classroom, and follow them consistently with fairness and understanding.

Provide ENCOURAGEMENT to help engender in students appropriate risk taking in future endeavors.

- Be keenly aware of each student's abilities. Encourage students to take risks to expand, while being supportive of their attempts and not punishing failure. Acknowledge all efforts.

Use HOMEWORK assignments not only for academic purposes but also to develop accountability and independence.

- Encourage and accept students' extra-credit work done in any subject area.
- Give long-term assignments.
- Require students to complete homework and to turn it in when expected.
- Use contracts with the students to do a certain amount of work for a predetermined grade.

Focus on MOTIVATION as a tool to nurture the development of intrinsic self-control within students.

- Allow the students to manage themselves and to enjoy privileges for doing a job well.
- Develop a point system to encourage achievement and to reward positive behavior.
- Establish an ICMM (I Can Manage Myself) Club.

Allow students exercise in PERSONAL RESPONSIBILITY to support their growth in autonomy.

- Give students the opportunity for leadership in such roles as class president, line leader, and prayer leader.

- Teach the students to take pride in, and responsibility for, their work and to do it independently.

Enable students to practice self-control without feeling a loss of self-esteem by establishing EMOTIONAL SAFETY procedures.

- Do not allow put-downs of other students.
- Allow students to say "Pass" if they do not know the answer to a question.
- Conduct oral reading sessions with your class, with students going alphabetically in turn and stopping when they are ready.
- Never tell a student that he or she is wrong for having certain feelings. Teach the difference between feelings and actions.

Encourage STRUCTURED INDEPENDENCE to allow a child to grow in freedom, responsibility, and self-governance while facing personal limits and expectations.

- Allow students to leave the room to wash their hands, use the restroom, and attend to other personal matters. Suggestion: Use a classroom coupon system.
- Allow the students to choose a project or topic from an approved list.
- Give the students time in the library or computer lab to research or complete a project without the entire class going along. Allow the students to use the computer lab at lunch and recess times.
- Provide for students' use during free time games, activities, and learning centers that deal with all areas of the curriculum. Allow the students to choose activities when their work is finished.
- Provide a variety of elective subjects for the students.

Employ STUDENT-CENTERED CLASSROOM MANAGEMENT to reflect a democratic style of leadership and to support growth in students' self-reliance.

- Allow the students to decide how to spend party time.
- Allow the class to make decisions whenever possible.
- Elicit from the students ideas for topics to study and for behavior and standards rewards.
- Give the students a chance to be the teacher or the scorekeeper for practice activities in such areas as spelling and grammar. Provide opportunities for students to teach the class.
- Give the students classroom jobs, and appoint students to the job of room monitor for a week, rotating among the students so that everyone gets a turn. Let the students monitor sports equipment checkout, lunch money, dismissals, and other responsible activities.
- Have the students review and evaluate their own work and the work of other students.

EARLY ADOLESCENCE: GRADE 6 TO GRADE 8

Teacher Practices That Develop Autonomy in Catholic Elementary School Students

Demonstrate sincere AFFIRMATION to convey the attitude that the students are capable of praiseworthy choices without needing to be told what to do.

- Reinforce frequently that you value each student as an individual.
- Be specific in your praise.
- Convey that you enjoy the students.

Help students to develop the skills related to respectful ASSERTIVENESS, so that they can represent themselves in positive, nonaggressive ways.

- Teach the students to debate issues, to argue respectfully, and to back up their position with verifiable facts. Teach them how to assert themselves without being show-offs.
- Be willing to admit to the students that you do not know an answer but will research it and get back to them. Inculcate this same attitude within your students.
- Teach lessons involving higher-thinking skills: application, analysis, synthesis, and evaluation.
- Teach the students that the sharing of personal information is appropriate for forming relationships, and stress how to make positive comments or feedback about what is shared. Teach the students that some information, such as their report cards, is private and reserved for their parents.

Model an ATTENTIVE PRESENCE to engage students as individuals and to convey a sense of worth.

- Be available to students outside of class time for tutoring.
- Offer outside-classroom help.

Provide COOPERATIVE (INTERDEPENDENT) LEARNING experiences to help students to use their personal freedom in ways that respect the rights of others.

- Allow and encourage peer tutoring and peer editing. Place the students in cooperative learning groups, giving each child a role within the group.

Provide exercises in CREATIVE EXPRESSION to develop students' personal style.

- Stimulate creativity by giving instructions and suggestions with minimal limitations.

Exercise positive DISCIPLINE to develop freedom tempered with responsibility.

- Create an atmosphere of independence and responsibility. Acknowledge the ability of each student to have self-control. Set up reward and consequence systems for actions and assignments, and be consistent in enforcing both. Tell the students that you trust them and that they can only lose your trust by their actions.

- Encourage positive class participation. Define classroom procedures, post them, and follow through with consequences for noncompliance.
- Encourage self-policing of students when they are working in groups.
- Model self-respect and respect for peers. Allow no put-downs by the teacher or the students.

Use HOMEWORK assignments not only for academic purposes but also to develop accountability and independence.

- Give students timelines to help them manage their time.
- Require the students to keep a homework notebook in which they will write their assignments and monitor their completion.

Provide students with opportunities for LEADERSHIP, which contributes to their development of self-confidence and self-reliance.

- Have class officers and hold class meetings, being as democratic as possible.
- Have democratic elections of class officers, and allow those elected to run class meetings.
- Teach students to be firm but fair as leaders.
- Encourage students to get actively involved in school programs.

Allow students exercise in PERSONAL RESPONSIBILITY to support their growth in autonomy.

- Value the rights and responsibilities of each student. Give students their own space, and respect that space. Be willing to listen to students' ideas and to make changes to accommodate their attitudes, opinions, and results. Give the students options regarding procedures on which they can vote. Listen to the students with respect, and require them to listen respectfully to each other.
- Encourage students to take ownership of studies, grades, and conduct and to be responsible for recordkeeping.
- Require students to take responsibility for their own actions, explaining why a rule was broken and discussing what can be done to avoid further infraction. Require an explanation from students for missing work and suggestions from them about what they will do the next time to avoid the situation.
- Teach students to demonstrate pride in personal belongings and in their school.
- Provide students with exercise in looking at all options before making a choice and, after making a choice, living with the consequences.

Enable students to practice self-control without feeling a loss of self-esteem by establishing EMOTIONAL SAFETY procedures.

- Deal with the students on an individual basis. Correct misbehavior quietly to safeguard student dignity. Expect students to do the same with each other. Allow no put-downs by the teacher or the students.
- Call on students whom you are fairly sure have the answer. Eliminate student embarrassment by always making a positive comment for effort rather than stating that an answer is wrong.

Encourage STRUCTURED INDEPENDENCE to allow students to grow in freedom, responsibility, and self-governance while facing personal limits and expectations.

- Create an environment in which students feel free to be themselves. Allow the students choices of various activities. Let the students decide where they will sit.
- Give students a choice of activities, assignments, or levels of accomplishment in order to develop individuality.
- Use restroom passes for your students.

Employ STUDENT-CENTERED CLASSROOM MANAGEMENT to reflect a democratic style of leadership and to support growth in students' self-reliance.

- Give the students an opportunity to share their gifts within the classroom. Give all students a job in the classroom.
- Have the students self-evaluate their tests.

Administrator Practices That Develop Autonomy in Catholic Elementary School Students

Provide school-wide opportunities to teach respectful ASSERTIVENESS.

- Allow the students to visit other classrooms to present artwork, stories written, and other projects.

Model an ATTENTIVE PRESENCE to extend students' accountability beyond the classroom; urge nonclassroom personnel to do the same.

- Invite the students to the office, and visit the classrooms on a regular basis.
- Review the work of each class occasionally, and write comments or place stickers on the work.

Teach CONFLICT-RESOLUTION skills to help students to accept corrections or criticisms, to benefit from them, and to develop a sense of appropriateness.

- Promote a mediation/conflict-resolution policy that encourages peer mediation and provides student training.
- Encourage understanding of the difference between tattling and reporting.

Establish a DISCIPLINE policy that is applied with consistency throughout the school and provides boundaries that teach students to balance independence with interdependence.

- Publish clearly defined school policies in a handbook, including a student bill of rights. Review the policies with the students each year. Enforce consequences of noncompliance uniformly.
- Give the students a voice in group rules whenever possible.
- Expect the students to clean up their eating area before being allowed to play.
- Have a school uniform for class and a uniform for physical education. Stress the value of pride in personal appearance and pride associated with being a member of the school.
- Provide opportunities for the students to have free-dress days. Define clear guidelines for dress appropriate for a Catholic Christian.
- Help the students understand that they have the right to make good choices and that they must accept the consequences for poor choices.
- Provide students with rules concerning where and when to be in assigned places when the bell rings in the morning and at recess, lunch, dismissal. Explain the reasons behind restrictions.

Foster school-wide recognition and ENCOURAGEMENT of efforts and achievements to challenge students to take risks and to try new things.

- Conduct Spirit Days or Spirit Weeks, and give awards to students who live up to expectations. Recognize the individual good deeds of the students. Give awards to the students in many areas, such as academics, effort, behavior, and citizenship.
- Have an award program, such as Spirit Points, for students who show particular pride in their school.
- Give students a reward for efforts that help the school community, such as picking up trash in a yard. Public praise is an effective reward.

- Provide a band program for the students in which they can achieve success, even if they struggle academically.
- Hold a weekly morning assembly to acknowledge student birthdays in that week, accomplishments by individuals and teams, awards achieved.

Provide students with opportunities for LEADERSHIP, which contributes to their development of self-confidence and self-reliance.

- Allow the older students to be partners to younger students so they can set example.
- Make available to the students a process for stating their views on a school policy and for working to have a policy changed.
- Support a student government program with campaigns, elections, and activities that are selected and run by the students.

Encourage identification with, and PARTICIPATION in, the life of the school community to strengthen students' sense of ownership and accountability to the common good.

- Create activities for students in which all grade levels may participate, such as jog-a-thons, math-a-thons, and read-a-thons.
- Give students in each grade level an opportunity to be special helpers to the principal for a day.
- Have fund-raising programs in which the students can participate, such as candy sales and pizza sales. Award prizes for effort and success.
- Make available for purchase school supplies that present the school's name and logo.
- Offer special theme days and programs for the students, such as Football Jersey Day, Favorite Cartoon Day, and Favorite Color Day.
- Sponsor contests for the students—making fire safety posters, for example—and allow them to choose whether or not to participate.
- Support extracurricular groups for the student body, such as student council and sports teams, to encourage leadership in the students.
- Encourage the students to return school papers in an efficient manner, and have class competitions to spur excitement.
- Take turns with the classes to keep school grounds tidy and unlittered.
- Make a wide array of extracurricular activities available to the students for their self-expression and fulfillment.
- Allow the students to take turns by class to plan and to lead school liturgies, rallies, and assemblies or to read to the entire school during a morning assembly.
- Support a community service program for the students in which each student is required to perform for a set amount of time each quarter to help the school or a community organization.
- Encourage the students to be altar servers.
- Hold dances for the older students, and involve the students in preparation and clean-up.
- Hold school-wide activities that are generated from students' ideas. Give the students the responsibility of setting up for assemblies, projects, and the like.
- Put students in charge of classrooms of younger students during rainy-day lunch periods and recesses.

CHAPTER 4

Fostering Student Initiative Formation

Behind every successful business is an entrepreneur, a person who originates, organizes, manages, and assumes responsibility for an enterprise and who learns from the mistakes, disappointments, and setbacks encountered during the process. Such a person values the process of development and discovery and learns to apply the lessons to future tasks. This is initiative. It is a sense of being motivated within oneself to originate plans and to conquer tasks.

A child with a developing sense of initiative is viewed as a self-starter. This child has his or her own ideas of what kinds of things to do and of how to do them and is not afraid to take on new tasks, to ask for help, or to make a mistake. Rather than feel guilty about making a mistake, a child with initiative learns from a mistake and applies the lessons in the future.

In contrast, a child with an underdeveloped sense of initiative experiences a sense of guilt from making a mistake, which makes the child hesitant to try new things. This individual actually expects to fail before even attempting an assigned task and, consequently, often settles for less than what he or she can be. When the teacher announces an upcoming project or a science fair, for instance, the student who is developing a sense of initiative is excited about the possibilities or at least considers participation in the project to be nonthreatening. The student whose initiative has not developed adequately, however, communicates the attitude of "Where would I begin?" or, worse yet, "I may as well not even start."

Initiative development begins during the preschool play age, around age 4, and needs reinforcement and exercise throughout the elementary school years. Success begets success and is basic to the identity formation needed for positive self-esteem. All people of all ages meet failure or dissatisfaction in some efforts. We benefit from failure when it shapes a sense of caution and suggests the need to seek clarifying directions and expectations in future endeavors. Children need experiences of disappointment to balance their sense of direction, and they need to be taught how to turn the failures of one day into a success equation on another day. To the extent that a child has more positive experiences of initiative attempts than negative experiences, he or she will develop a sense of *direction* as a basic life strength and possess a sense of *purpose* as a basic life virtue. In order to grow in a sense of initiative, a child needs to experience, with consistency, that process is more important than product and that mistakes can be building blocks instead of signs of failure.

Parents and teachers empower children to grow in initiative by exposing them to varied experiences and opportunities; by providing materials, tools, or resources for them to explore varied interests; by modeling how to recover after making a mistake; by encouraging and rewarding appropriate risk taking; by demonstrating the value of freedom that is seasoned with responsibility, accountability, and consequences; by having basic standards and deadlines for chores and assignments; and by teaching through words and deed that what we learn during a process is as important, possibly more important, than the end result or product.

One way of communicating the value of process is to have students critique each other's display work for examples of process development, such as style, medium of expression, logical

or lyrical quality, techniques that invite imitation, and student explanations of the steps followed to accomplish the project. Encourage risk taking, and when the results are less than desired, ask the student: "What did you learn in the process? What did you learn this time that you can apply to the next project?"

Teacher modeling of how to recover after making a mistake goes a long way in helping children to become appropriate risk takers. After you make a mistake, do you model that you can accept it, grow from it, live through it, and let it be a stepping stone to future decisions, or is it the end of the world? What does the observing student learn from you when another student has made a mistake? Does the observer learn that every mistake has the potential of becoming a positive factor in formation? Does the observer learn new approaches, methods, skills, or visions to apply to a future assignment or future interaction?

Through attentive presence, classroom environment, and class management and organizational practices, teachers provide students with a structure that promotes initiative. For instance, giving assignments that allow the students to choose when to work on them, as in the case of work that is assigned on Monday but is due on Friday, encourages a student to be a self-starter and to balance freedom with responsibility and consequences. Holding class meetings from which students learn to balance personal needs with the needs of the common good teaches the art of negotiation and responsible freedom. Listening to and using student ideas and providing opportunities for extra-credit projects for which children can choose topics of their own interest provide exercise in initiative. Using various strategies to demonstrate understanding of a concept illustrates that different processes can be used to arrive at the same goal or conclusion. For example, journals, art, storyboards, oral reports, student-designed tests, or projects can all be used to demonstrate mastery.

All students will benefit from a classroom teacher who is aware of personality typology, learning-style preferences, and multiple intelligences and who designs lesson plans that expose children to the richness that flows from those differences. Providing prayer experiences that vary focus on the use of the senses, intuition, intellect, and feeling invites students to explore their personal spirituality and, therefore, aids growth in spiritual initiative. A student-centered classroom, as opposed to a teacher-dominated classroom, provides a climate that fosters student initiation, student resourcefulness, personal responsibility, varied activities, repeated exercise in choosing, a pattern of valuing the elements of a process, and application of lessons learned from constructive criticism. Teachers will work through a project of several steps together with the students before assigning a multistep project for individual pursuit. Through learning stations, contracts, challenge activities, career days, clubs, and extracurricular projects, students are exposed to varied interests, and their horizons are broadened. Such opportunities serve as springboards that promote the development of initiative. Literature, film, and music that celebrate initiative in a character provide students with the social and the intellectual tools to demonstrate initiative in their own lives.

It is helpful to identity the characteristics associated with initiative so as to determine how best to meet the self-esteem and identity formation needs of the student in regards to initiative. All persons have experiences at both ends of the initiative continuum and at various positions along the continuum, ranging from demonstrating successful initiation to feeling guilty about unsuccessful initiation. To develop a basic sense of initiative, however, under usual, repeated circumstances the pattern of experiences needs to consist of being a self-starter, learning from mistakes, assuming responsibility for self, originating activities without needing much help from others, being exposed to varied interests, and following through on acquiring whatever is needed to complete a task.

Review the characteristics chart of the Student Initiative Profile on the next page. Consider which characteristics, as a pattern, generally describe the student. The results will suggest a student initiative profile that may serve as a guide for teacher intervention and suggest specific advice for the child's parents.

Teacher practices that support the growth of initiative within students are those that develop a pattern of self-starring; aiming high but realistically; being exposed to varied circumstances and topics; originating plans, tasks, projects, activities, and games without needing much help from others; assuming responsibility and accepting the natural consequences of choices; obtaining materials needed to complete a task; learning from mistakes; valuing process over product; and meeting basic standards and deadlines. How many examples of interactions, classroom practices, or teaching strategies can you cite that provide student exercise of this element of identity formation?

Teacher research participants in this study suggested grade-appropriate ways of fostering initiative formation in Catholic elementary school children through classroom management and organizational practices, teaching strategies, and school-wide policies. The teacher suggestions in each chapter are grouped according to three age levels: early childhood—preschool to Grade 2; middle childhood—Grade 3 to Grade 5; and early adolescence—Grade 6 to Grade 8.

The researcher collated the suggestions and grouped them according to themes. The themes common to all three age levels of students include accentuating the positive, celebrating individuality, developing leadership, using developmental assignments or assignments completed over time, encouraging interdependence and personal responsibility, providing positive reinforcement, preparing for success, establishing opportunities for structured independence, and facilitating student-centered classroom management. Additional themes and suggestions are included in each age level. The suggestions are far from being exhaustive, so expand the list and share it with colleagues.

Student Initiative Profile

Which characteristics, *as a pattern*, generally describe the student under *usual, repeated* circumstances?

Characteristics of Basic Initiative

- ❑ 1. The student is a self-starter and aims high.
- ❑ 2. The student has his or her own ideas of what kinds of things to do and of how to do them.
- ❑ 3. The student has the inner power or ability to originate something (e.g., a plan, task, project, activity, game) without needing much help from others.
- ❑ 4. The student assumes responsibility for self and for his or her own welfare.
- ❑ 5. The student follows through to get what is needed to complete a project, task, or activity.
- ❑ 6. The student takes pleasure in attacking tasks and conquering assignments.
- ❑ 7. The student does not feel overly guilty after a mistake, but instead learns from the mistake.

Characteristics of Basic Guilt

- ❑ 1. The student repeatedly feels at fault for, or guilty about, offenses—both real and imagined.
- ❑ 2. The student is quick to apologize for happenings or circumstances for which he or she is not actually responsible.
- ❑ 3. The student often demonstrates a sense of resignation, settling for less than what he or she wants or deserves.
- ❑ 4. The student requires repeated suggestions and monitoring from others to start a project, task, or activity.
- ❑ 5. The student needs clearly specified, directed, repeated instructions.
- ❑ 6. The student experiences the anxiety of not achieving approval from the significant adult (parent, teacher, coach) involved in a situation.

EARLY CHILDHOOD: PRESCHOOL TO GRADE 2

Teacher Practices That Develop Initiative in Catholic Elementary School Students

ACCENTUATE THE POSITIVE about the efforts of students to encourage future risk taking by them and by students present for the affirmation.

- Award the students with prizes or stickers when they show initiative.
- Develop a small-reward system to encourage students who have difficulty sticking to task. Give the students positive reinforcement when they have initiated a task.
- Give positive feedback to the students, show spontaneous enthusiasm for projects and ideas, and set the example of energetic learning.
- Make learning enjoyable by having races to learn tasks but rewarding the entire class when everyone has finished the race.
- Praise originality, and always make your remarks positive.
- Praise the students for doing something when they notice that it needs to be done, such as helping someone who is hurt or picking up something from the floor and returning it to its owner.
- Publicly compliment a student, group, or entire class on their work methods whenever possible.

CELEBRATE INDIVIDUALITY to demonstrate the value of being unique and having independent ideas.

- Encourage the individuality of each student, and allow students to share with the class their interests, ideas, projects, or perhaps a special item brought from home.
- Randomly choose a Student of the Week, making sure each student gets a turn.
- Have a Star Student of the Week, who is responsible for classroom duties; rotate so every student gets a turn.
- Have a time for oral sharing, when the students can bring items or stories from home.
- Spend one-on-one time with each student, encouraging the child to expand on a particular project or subject he or she enjoys.

Model CREATIVE PROBLEM-SOLVING skills that illustrate varied processes for reaching acceptable conclusions.

- Allow the students to complete a project or task in their own way, providing basic directions and giving them the flexibility to be creative.
- Elicit a variety of ways to solve a problem.
- Give the students an opportunity to correct or change an answer to make it work.
- Give the students time to be creative and to brainstorm, individually and in groups.
- Hold classroom meetings to problem-solve. Accept and implement the ideas and suggestions of the students.
- Share homework answers with other students to show that each student has his or her own perspective or method.

Give students DEVELOPMENTAL ASSIGNMENTS that are ability-appropriate and completed over time to teach them the concepts of follow-through and process growth.

- Assign reading to the students every night, based on their ability.

ELICIT STUDENTS' INPUT, and incorporate their ideas as often as possible. Refer back to the student whose suggestion you adapt.

- Allow the students to vote on certain choices, such as which game to play or which activity to pursue.
- Ask the students what they feel would be a good method for learning or teaching a specific area of study. Listen to the students' wishes concerning what they would like to learn and how they would like to do it, then incorporate their ideas into your curriculum.
- Constantly ask students for ideas and methods you can use to evaluate their knowledge, their class work, their progress.

Encourage INDIVIDUAL EXPRESSION, and express delight and respect for ideas that you never would have conceived.

- Encourage the students to write in a daily creative-writing notebook their inward thoughts or their fiction or real stories.

Foster INDIVIDUAL freedom tempered with RESPONSIBILITY and consequences to contribute to students' growth in initiative.

- Require students to be responsible for turning in their own work at the appropriate time.

Provide exercises in INTERDEPENDENCE to motivate students to follow through to get whatever is needed to complete a project, task, or activity and to assume LEADERSHIP.

- Assign partners in class who check up on each other about completing tasks, understanding assignments, reading words.
- Have the students work in groups, designating a leader and being sure each student has the opportunity to lead.
- Have the students work in small groups, rotating the assignment of a student leader of the group. Use small-group discussion to strengthen the assigned student in the roles of leader and contributor.
- Encourage the students to share their special intentions at morning prayer, and treat all intentions with reverence and respect.

PREPARE students FOR SUCCESS by planning and by making clear your expectations for work quality and meeting deadlines.

- Give enough guidelines and information for the students to feel secure when beginning a project or assignment.
- In language arts, discuss possible scenarios and outcomes before writing stories in class; allow each child to be an individual and to create his or her own story.
- Make your assignments interesting, and have many items displayed that will spark imagination.
- Prepare the students well for a new challenge so that they feel comfortable.

- Provide good explanations and directions for work assigned, and show an interest in what the students do.
- Teach tools for getting along during the first quarter of the school year, and then allow the students to use those tools independently throughout the rest of the year.

Employ STUDENT-CENTERED CLASSROOM MANAGEMENT to foster responsibility and to enable students to take pleasure in attacking tasks and conquering assignments.

- Assign students an area in the closet where they can store their lunch, coat, extra materials. Make them responsible for that space and for their own work space. Expect them to keep their areas clean, neat, and organized.
- Make all students responsible for putting things in their proper place and for gathering the things they need, such as taking out their snack at recess time.
- Give students a folder for their homework and "mail" and a folder for items to remain in school, and require them to be responsible for both. Hold students responsible also for handing in their folders each morning.
- Allow the students to choose a job—turning on the computer; setting up chalk and erasers; leading the opening exercises each morning, such as updating the calendar and saying morning prayer; being classroom monitor—and to be responsible for it during an assigned time period. Rotate the jobs throughout the class so each student has a chance.
- Permit the students to do teacher tasks, such as passing out papers, watering plants, and giving out stickers.

Encourage STRUCTURED INDEPENDENCE to balance students' freedom of choice with accountability.

- Explain several projects, and allow the students to be responsible for finishing everything in the order they choose.
- Have choices available in the classroom for free-time work.
- Plan a variety of activities and methods for lessons, and provide the students with choices of ways to complete an assignment.
- Post daily assignments on a board or easel to remind students of specific expectations, but allow them to complete the work in their choice of order.
- Require a book report every other month that uses self-expression through such modes as art, puppets, and posters. Allow the students to choose from several topics for the reports.
- Set up tasks or games for students to do after work is finished, and allow them the freedom to choose.

Provide SUPPORT MATERIALS related to varied interests.

- Encourage extracurricular work on the subject area being studied.
- Stock a wealth of resource materials throughout the classroom to inspire the students, and provide books in the classroom for student research and to enhance reading skills.
- Have books available in the classroom that pertain to upcoming topics so the students can research them and develop readiness on their own.

MIDDLE CHILDHOOD: GRADE 3 TO GRADE 5

Teacher Practices That Develop Initiative in Catholic Elementary School Students

ACCENTUATE THE POSITIVE about the efforts of students to encourage future risk taking by them and by students present for the affirmation.

- Give positive affirmation to students for assisting with class tasks or taking responsibility without being asked.
- Reward students in groups—by row, table, or group name—for completing tasks related to group readiness, such as being packed up on time.
- Show enthusiasm when you teach. Get excited about what you are saying, move around a lot, make jokes, and vary your presentation. Make your assignments interesting, and have many items displayed that will spark imagination.

CELEBRATE INDIVIDUALITY to demonstrate the value of being unique and having independent ideas.

- Be positive, and compliment the students, particularly those who do things without being asked. Publicly compliment a student, group, or entire class on their work methods whenever possible.
- Give constant praise for small accomplishments, efforts, and attempts as well as for major successes. Develop a small-reward system for students having difficulty sticking to task.
- Schedule a time for oral sharing, when the students can bring items or stories from home.

Model CREATIVE PROBLEM-SOLVING skills that illustrate varied processes for reaching acceptable conclusions.

- Hold classroom meetings to solve a problem when one occurs. Accept the ideas, suggestions, and viable solutions of the students whenever possible.

Give students DEVELOPMENTAL ASSIGNMENTS that are ability-appropriate and completed over time to teach them the concepts of follow-through and process growth.

- Assign long-term projects, and allow for variation in format. Give assignments early, and state a specific deadline. Allow students to decide when they will complete the work, and remind them frequently of the due date.

ELICIT STUDENTS' INPUT, and incorporate their ideas as often as possible. Refer back to the student whose suggestion you adapt.

- Allow the students to politely correct errors by the teacher and other students.
- Allow the students to vote on certain choices, such as which game to play or activity to pursue.
- Ask the students what they feel would be a good method for learning or teaching a specific area of study.

- Allow the students to brainstorm and to create their own ideas for projects when beginning a new unit. Use their ideas, giving them credit for the suggestion when it is used.

Safeguard the EMOTIONAL SAFETY of students so that they have the confidence and courage to be self-starters and risk takers.

- Encourage sharing of experiences, feelings, and opinions in class discussions.

Encourage INDIVIDUAL EXPRESSION, and express delight and respect for ideas that you never would have conceived.

- Encourage your students to write in a creative-writing notebook.
- Have the students write their homework assignments in a journal, and check it each day.
- Always allow time for special intentions to be expressed when saying class prayers, so students can choose to voice concerns and problems publicly.
- Allow the students to choose a writing topic.

Provide exercises in INTERDEPENDENCE to motivate students to follow through to get whatever is needed to complete a project, task, or activity and to assume LEADERSHIP.

- Have class-work partners or groups, assigning them carefully so that strengths match weaknesses. Allow the students occasionally to choose their own partner or group.
- Encourage the students to be a buddy to a child in a younger class and to help the child to learn by reading together, working on projects, and assisting with assignments.

PREPARE students FOR SUCCESS by planning and by making clear your expectations for work quality and meeting deadlines.

- Give enough guidelines and information for the students to feel secure when beginning a project or assignment. Keep instructions and goals clear so that students can be self-governing and feel confident about what is expected of them.
- Give examples before an assignment, and initiate discussion about the students' ideas. Provide good explanations and directions for work assigned, and show an interest in what they do.
- Have consistent standards for work, and be consistent in expecting them.

Encourage STRUCTURED INDEPENDENCE to balance students' freedom of choice with accountability.

- Provide opportunities for extra-credit projects of interest that students can choose to help raise their grades.
- Provide options for assignments that allow students to select those most suited to their interests and level, for example, a written report, oral report, or model. Allow the students to choose from several topics for reports.
- Use different modes of expression to gain understanding of how well students have grasped a concept, such as journals, art, storyboards, oral reports, and projects.
- Give the students the freedom to visit the school library and borrow a book during class time, as long as their work is completed.

- Schedule a free-time period. Allow the students to work on that evening's homework during their free time so that they can have the freedom to do something fun with their family that evening.
- Allow the students to choose which assignments they will do during the school day and which they will do as homework, as long as all are completed by the appointed time.
- Supply options from which students can choose during free time.

Employ STUDENT-CENTERED CLASSROOM MANAGEMENT to foster responsibility and to enable students to take pleasure in attacking tasks and conquering assignments.

- Assign classroom monitors and classroom jobs, being sure to rotate assignments among all students.
- Give each student a job and the freedom to do it his or her own way. Rotate responsibilities among classmates once a month to instill pride and to encourage initiative in the students.
- Write assignments in a assigned space on the board each day so that students may copy them.

Provide SUPPORT MATERIALS related to varied interests.

- Encourage extracurricular work on the subject area being studied. Provide optional enrichment work for each subject area.
- Have interest areas around the room to spark initiative and creativity.

EARLY ADOLESCENCE: GRADE 6 TO GRADE 8

Teacher Practices That Develop Initiative in Catholic Elementary School Students

ACCENTUATE THE POSITIVE about the efforts of students to encourage future risk taking by them and by students present for the affirmation.

- Write a positive remark on every paper you return to the students, and respond to each student's answer with a positive remark.

Model an ATTENTIVE PRESENCE to convey your belief that the students have value in and of themselves and that their ideas are well worth your time.

- Be friendly and open with your students, not always in a rush and cutting them off when they speak. Do not put them down; encourage their questions and comments.

CELEBRATE INDIVIDUALITY to demonstrate the value of being unique and having independent ideas.

- Publicly commend students who have accomplished a special task or goal, such as becoming an Eagle Scout, receiving honors, getting 100% on a test, performing in a talent show, or creating an art project.

Give students DEVELOPMENTAL ASSIGNMENTS which are ability-appropriate and completed over time to teach the concepts of follow-through and process growth.

- Create portfolios of the students' work, including rough drafts, drafts, and revisions.
- List procedures step-by-step, so that students can complete one step at a time. Make several checkpoints for long or involved assignments so a task does not become overwhelming.

Safeguard the EMOTIONAL SAFETY of students so that they have the confidence and courage to be self-starters and risk takers.

- Be open and welcoming to your students on an individual basis, and help them to feel comfortable.
- Display students' work without putting on the grade, and give them an opportunity to present or explain it to the class.
- Require students to make a presentation of a project to the class, having everyone applaud when a student is finished, regardless of the quality.

Provide exercises in INTERDEPENDENCE to motivate students to follow through to get whatever is needed to complete a project, task, or activity and to assume LEADERSHIP.

- List necessary jobs in group projects, and let the students choose which classmate will do a job.
- Seat the students in groups.
- Ask for volunteer groups of students to help organize activities.

- Elect class officers at the beginning of the year, and use democracy in action for planning parties, dances, and class activities. Hold class discussions, and get the students involved in solving problems and planning events.
- Give the students a turn to lead class prayers. Prepare them, but also be spontaneous.

PREPARE students FOR SUCCESS by planning and making clear your expectations for work quality and meeting deadlines.

- Present ideas for assignments to the students, and let them brainstorm for more ideas, including their preferred choice. Provide numerous examples of each project.
- Admit to the students that a new task or concept may seem daunting at first, but assure them that they will succeed and that you are there to make sure that they do. Then, when they have succeeded, remind them that they thought it was too hard.
- Be excited about assignments you give so that students will be excited to do well. Discuss with the students why a project is important, how it will help them, and ways to make it fun.
- Follow through with consequences for students' actions.

Employ STUDENT-CENTERED CLASSROOM MANAGEMENT to foster responsibility and to enable students to take pleasure in attacking tasks and conquering assignments.

- Begin the school day with tasks and routines that are student-led, for example, saying morning prayer, making a delivery to the office, raising the flag.
- List jobs that need to be accomplished during a class or throughout the day.
- Have the students take part in developing classroom rules for behavior.
- Let the students be responsible for the bulletin boards in the classroom that contain items related to the topics you are studying.
- Make students responsible for the condition of their "real estate"—desk, locker, lunch area, coat area.
- Give the students ownership of their work.

Encourage STRUCTURED INDEPENDENCE to balance students' freedom of choice with accountability.

- Encourage the students to have extra work to do, such as a book to read or assignments from other subjects, when they have finished the work for your class.
- Give the students choices in their assignments within general parameters, such as a selection of topics for a report.
- Give the students options for completing an assignment. Provide a variety of choices for a project, and let the students choose the one they want. Allow the students to sign up for their choice of a topic, and require them to submit a request in writing if they wish to make a change. Have the students plan with you for due dates or parts of assignments.

Administrator Practices That Develop Initiative in Catholic Elementary School Students

Employ CONSISTENT STANDARDS that are high but realistic, that include deadlines, and that are applied evenly throughout the school.

- Have high expectations for the students, but make them reasonable and age-appropriate.
- Ensure that school rules are the same in all classrooms.

DEVELOP LEADERSHIP in the student body that is inclusive in nature and that requires personal responsibility and accountability to the common good.

- Support a viable student council program to which the students feel that they contribute and make a difference. Have campaigns with posters and speeches, and develop activities that would interest their fellow students. Give them a chance to make decisions.
- Promote participation from all grade levels for membership on the student council, allowing each class a representative and an alternate.
- Reserve some responsibilities for students in the older grades, such as student council officers, activity set-up, and safety patrols.
- Have classes lead morning assemblies on a daily basis, and rotate them weekly.
- Allow students to make suggestions to the principal, either in person or through a suggestion box.
- Have students plan or choose participation in special celebration days, such as International Day, St. Patrick's Day, and Spirit Week. Create a system of school helpers involving students who help to set up for assemblies, plan liturgies, and assist with other activities.

Promote PERSONAL RESPONSIBILITY as being indispensable to the development of direction and purpose within the students.

- Discourage parents from delivering lunches and forgotten items to school.
- Have the students return family paperwork, tuition, and other important items to the homeroom teacher or to the office, and praise them when they do so.
- Get parents involved by requiring them to sign homework and school work that their children bring home.
- Hold students responsible for getting homework assignments when they are absent.
- Give students responsibility for the upkeep of the school, including the classroom, grounds, equipment, play area, and eating area. Establish and enforce consequences for vandalism.

Provide POSITIVE REINFORCEMENT of student and class efforts to originate tasks, projects, activities, or games without needing much help from adult members to encourage future initiative.

- Have staff members carry reward slips to distribute when they catch a student "in the act of being good," and have the student turn it in to the teacher for a prize.

- Give awards to classes and individual students for accomplishments and for demonstrating responsibility. Give spirit awards to students who embody the ideals of the school.
- Provide recognition for academic achievement or improvement through an honor roll or presentation of certificates of recognition at assemblies. Honor the students for effort, academics, spirit, citizenship, and extracurricular accomplishments. Note especially students who are receiving recognition for the first time.
- Develop a Student of the Month program to recognize students for being a good citizen, a role model, or a friend to others, and announce the winner(s) at a school assembly.
- Visit a classroom, at the request of the teacher, to commend good behavior. Be spontaneous in visiting the classroom and identifying specific reasons for pride.
- Have the teachers track which students help with activities throughout the year, so that the same students are not always being chosen.
- Use a variety of models or styles of presentation from all grade levels when displaying work in the central area of the school.
- Model initiative by starting conversations with students on the playground; urge teachers to do the same.

PROVIDE CHOICES to expose students to various possibilities; the decision-making process aids their growth in initiative.

- Have a snack bar where students can purchase small items to eat.
- Provide a hot lunch for the students that they may choose to buy, and have a clean, safe environment for eating meals.
- Permit students to show their skills and talents in programs such as a talent show, recital, or play and in events such as a science fair, geography contest, or young authors fair.
- Invite all students at all grade levels to participate in liturgies, the student council, talent shows, awards assemblies.
- Provide supervised after-school activities, such as sports and music lessons.
- Establish an intramural sports program for the students.

Promote a mind-set for SERVICE to others in need to stir students to originate ways of applying the Gospel to their daily lives.

- Create a system of school helpers involving students who help with such tasks as setting up for assemblies and planning liturgies.
- Give students the responsibility to deliver classroom messages to the school office.
- Include students at all grade levels in school drives and collections, such as canned food collections and magazine sales.
- Support a buddy system in which students from one grade level read stories to children on another grade level or assist other students in some way.
- Have students in different grades tutor younger students, so they can learn how to encourage and show concern for the success of others.
- Promote a school-wide monthly service project led by a different class each month.
- Establish a reach-out program for the students.

CHAPTER 5

Fostering Student Industry Formation

Like happiness, self-esteem is a by-product of our choices and behaviors. It is a person's evaluation of his or her self-perception based upon the person's efforts, interactions, and accomplishments. Self-esteem is not created in a vacuum. As individuals reflect on their actions or inactions, they place a judgment or evaluation on those behaviors. To the extent that individuals respect, approve of, appreciate, or admire the results of their choices, their self-esteem grows in a positive direction.

Of course, we all experience occasions of inferiority. When those experiences of inferiority lead us to value the insights of others and to learn from others, however, they contribute to the development of our personal industry. Consequently, the development of a sense of industry is crucial to positive self-esteem. Industry is dedicated effort to accomplish a chosen task. It implies following an idea or assignment through to completion and, therefore, experiencing a sense of accomplishment. Industry is the substance on which feelings of self-esteem are dependent.

Forming habits of industry is the primary identity-formation work of the Catholic elementary school years. To develop a sense of industry, children need to create a pattern of following through on expectations, sticking to a project until it is finished, giving steady care over time to responsibilities, and being diligent and applying a systematic approach to tasks and responsibilities. Industrious children create a history of accomplishment and closure, which leads them to have confidence in their ability to be successfully productive with future challenges. When these children reflect on the results of their steady effort, they are pleased, and that evaluation contributes to a positive sense of self-esteem. Through a history of repeated industrious behavior, *method* becomes a basic life strength in children and *competence* a life virtue. In contrast, children with an underdeveloped sense of industry feel inferior, inadequate, and incomplete, or they feel that they are unimportant to the scheme of things. Such children often feel defeated before beginning a task and doomed to mediocrity. Inferiority leads children to settle for less; to be painfully timid, fearful, or shy; or to show exaggerated aggressiveness toward others. School achievement and social interaction parallel a child's progress toward industry.

Teachers and parents can empower a child to grow in industry at school and at home in a variety of ways. Failure to plan might be viewed as planning to fail! Instill the maxim: Plan your work and work your plan. A child needs parents and teachers for guidance on how to plan his or her work (set reasonable goals) and to work the plan (identify specific objectives that will achieve the goals set). Teach a child to give steady care to tasks and long-range projects; for example, to take care of a pet or to fulfill a particular responsibility every day at lunch time or weekly on a given day. Demonstrate production and accomplishment over time by publishing/posting completed projects, maintaining a student performance portfolio, or giving careful completion to school work in a permanently bound notebook.

Help children to develop a pattern of finishing what they start by urging them to fulfill the meeting and practice responsibilities of being a member of a team or production for which they volunteered. Teach children to meet deadlines and to use calendars, checklists, or chore

charts to learn time-management skills. Model industry for students by working side by side with a child on a project of many steps. When a task seems overwhelming, teach children to break the task into more manageable pieces and to attack one part of the project at a time.

Through an attentive presence, classroom environment, and class management and organizational practices, teachers provide students with a structure that promotes industry. Teachers model industry, for instance, by fulfilling their own teacher tasks in a timely manner and by organizing the classroom for efficiency. Using a classroom calendar or a designated portion of the chalkboard to post "Upcoming Events," which may include tests, projects, assignments, socials, and student-sponsored activities, is an effective way to teach long-range planning, to communicate deadlines, and to provide students with opportunities to work in advance of deadlines.

Assigning extra-credit points for projects completed prior to the due date is yet another way of fostering student industry. Long-range planning is taught when the teacher creates a class project that teaches the students how to plan and work on parts of a big project over a stretch of 2 or 3 weeks. Establishing separate due dates and requiring progress updates for the various parts of the project keep students on task and reduce a seemingly overwhelming project to a manageable one. Using cooperative learning groups can also help students to organize their time and to monitor time on task and accomplishment. Even field trips can be occasions of industry formation when the teacher pre-teaches the event, develops guidelines for student discovery or reporting, and follows up with class feedback the following class day.

Some children demonstrate age-appropriate industry from the moment they enroll in the school. For those students, teacher industry practices maintain and further develop the existing sense of competence, method, and drive to accomplish. Other students, however, need help in order to feel adequate, confident, and capable of taking on the expectations of the grade. It is helpful, therefore, to identify the characteristics associated with industry and inferiority so as to determine how best to meet the self-esteem and identity formation needs of the students as they relate to industry. As previously stated, all persons have bouts with feeling inferior or doubting their ability to perform at times. To develop a basic sense of industry, however, under usual, repeated circumstances the pattern of experiences needs to consist of being productive, meeting deadlines, breaking complex assignments into manageable pieces, giving steady care over time to responsibilities, and having the ability to plan work and to work the plan.

Review the characteristics chart of the Student Industry Profile on the next page. Consider which characteristics, as a pattern, generally describe the student. The results will suggest a student industry profile that may serve as a guide for teacher intervention and suggest specific advice for the parents of the child.

Developing a sense of industry is the major identity work that children in Catholic elementary schools need. Students' growth in industry, or a sense of productivity and accomplishment, is supported by school practices that develop skills of following through, sticking to a task, getting a job done on repeated occasions, accomplishing, having a sense of being able to move on to the next step or phase of a project, being diligent, and having a systematic approach to tasks and responsibilities. How many examples of interactions, classroom practices, or teaching strategies can you cite that provide student exercise of this element of identity formation?

Teacher research participants in this study suggested grade-appropriate ways of fostering industry formation in Catholic elementary school children through classroom management and organizational practices, teaching strategies, and school-wide policies. The teacher

Student Industry Profile

Which characteristics, *as a pattern*, generally describe the student under *usual, repeated* circumstances?

Characteristics of Basic Industry

- ❑ 1. The student sticks to a task, project, hobby, and finishes or completes it without needing reminders.
- ❑ 2. The student perseveres with diligence and care to complete what he or she starts and to fulfill responsibilities and therefore is productive.
- ❑ 3. The student gives steady care over time to projects.
- ❑ 4. The student systematically completes tasks; works with order and system.
- ❑ 5. The student regularly experiences a sense of accomplishment for having done well in the midst of others.
- ❑ 6. The student feels adequate to perform most tasks or assignments.
- ❑ 7. The student has confidence in his or her ability to complete a task with satisfaction.
- ❑ 8. The student demonstrates a sense of devotion and responsibility.

Characteristics of Basic Inferiority

- ❑ 1. The student feels inadequate or inferior in comparison to peers; lacks self-confidence.
- ❑ 2. The student feels defeated before beginning a task.
- ❑ 3. The student expects to perform with inferiority to others in a group, even before beginning a task.
- ❑ 4. The student has a sense of being doomed to mediocrity.
- ❑ 5. The student's self-perception is average, commonplace, or below average, and the student believes that others view him or her in the same way.
- ❑ 6. The student accepts producing less than his or her ability and settles for less.
- ❑ 7. The student does not recognize his or her ability or giftedness.
- ❑ 8. The student has a sense that he or she is of little importance when compared to others.
- ❑ 9. The student is painfully timid, fearful, or shy or shows exaggerated aggressiveness.

suggestions in each chapter are grouped according to three age levels: early childhood—preschool to Grade 2; middle childhood—Grade 3 to Grade 5; and early adolescence—Grade 6 to Grade 8. The researcher grouped the teachers' suggestions according to themes. The themes that emerged as common to all three age levels of students include attentive presence of the teacher, class work strategies that highlight productivity and a history of accomplishment, encouragement, participation, public recognition of steady effort, establishment and enforcement of realistic standards in work, and instruction to students in time management. Also, the teacher research participants highlighted the necessity of teachers modeling industry in their own teaching style and classroom organization. Additional themes or suggestions surfaced in individual age levels, but the suggestions are far from being exhaustive. In fact, of all the identity-formation topics, the teacher research participants had the least to say about industry, and yet industry formation is the major work of the Catholic elementary school. This suggests the need for further research and more opportunities for in-service on the topic of industry formation. Be encouraged to expand the list and to share it with colleagues.

Administrators would be well advised to structure a faculty in-service day around the topic of industry formation and to develop a school action plan that includes identifying additional practices that are foundational to industry formation and determining a method for increasing intentional practice of industry-related attitudes among staff members.

EARLY CHILDHOOD: PRESCHOOL TO GRADE 2

Teacher Practices That Develop Industry in Catholic Elementary School Students

Model an ATTENTIVE PRESENCE to help students to persevere with diligence and accomplish tasks.

- Check informally while students are working to see if they are on task and to encourage progress.
- Provide assistance when needed, but encourage students to solve their own problems.

Implement CLASS WORK STRATEGIES that involve clear expectations, routine, and accountability to foster an attitude of industry.

- Teach the students how to create good work and to complete it on time.
- Assign projects that can be accomplished successfully in a reasonably allotted time.
- Give the students specific items to search for in the newspaper a few times a week.
- Provide developmentally appropriate tasks for your students' level.
- Give step-by-step directions for special projects, demonstrating visually when possible.

Demonstrate CLASSROOM ORGANIZATION that is characterized by system, time management, and steady expectations to contribute to an industry mind-set.

- Have a routine for the students each day in the classroom, such as cleaning, straightening their desk, or organizing their work station.
- Have a special area available for students who have difficulty sticking to a task.
- Ensure that students are being organized, learning to head their papers, keeping their desk straight, doing neat work, and maintaining their folders.

Use various means of ENCOURAGEMENT to help students to stick with a project, assignment, responsibility, or chosen task to its completion.

- Encourage elaboration of ideas and illustrations.
- Give rewards, such as stickers and stamps, to students for completing tasks.
- Interrupt yourself to call attention to a student who has done exceptional work.
- Praise students who work individually and quietly.
- Reward extra effort.
- Stress the importance of completing assignments, and reward such accomplishments, being consistent with your rewards.
- Use encouraging words to give positive feedback, and reward effort as well as completion.

Aim to provide EMOTIONAL SAFETY, so that students regularly experience a sense of having done well in the midst of their peers.

- Provide a safe, positive environment for sharing time each week, so that the students want to participate without fear or embarrassment.

Provide opportunities that foster INTERDEPENDENCE to help students to develop a sense of devotion and responsibility to others.

- Allow the students to help each other, pairing them to complement the strengths and weaknesses of each other.
- Allow the students to work in cooperative groups to support the idea of learning from other students.
- Assign a partner or buddy to each student, carefully matching them to complement strengths and weaknesses.

Foster the kind of MOTIVATION that focuses on accomplishment and PRODUCTIVITY as values in themselves.

- Encourage completion without procrastination by allowing the students who finish projects first to present them in front of the class.
- Offer many free-time activity choices to the students so that they complete work enthusiastically in order to do fun activities.
- Post homework charts in your classroom to track the progress of each student.

MODEL INDUSTRY on a consistent basis, since the teacher conveys industrious attitudes most effectively to the students.

- Be organized, and set a good example for your students by always working on something rather than sitting idly as they work.

Employ STUDENT-CENTERED CLASSROOM MANAGEMENT to facilitate students' development of system and method and to support growth in self-confidence or in adequacy to complete age-appropriate tasks.

- Display job charts in your classroom, and rotate the duties of the students so that every student has a turn at every job.
- Keep an ample supply of project items in your classroom, such as crayons, glue, scissors, construction paper, and magazines, so the students can be creative during their free time.

Emphasize TIME MANAGEMENT as an essential ingredient in the formation of industry.

- Publish weekly homework sheets until students are capable of copying assignments efficiently.
- Maintain a large classroom calendar to note events and to help students learn time relationships.
- Give the students progress dates and due dates for assignments.
- Keep the students mindful of deadlines. Provide advance warning when the allowed time for a task is nearly over.
- Make a monthly contract with each student, and reward students on a monthly basis for long-term commitment to completion of work, for example.
- Give the students a specific amount of time to complete an assignment.

MIDDLE CHILDHOOD: GRADE 3 TO GRADE 5

Teacher Practices That Develop Industry in Catholic Elementary School Students

Model an ATTENTIVE PRESENCE to help students to persevere with diligence and accomplish tasks.

- Hold student-teacher conferences to check on assignment progress.
- Move around the classroom as students work, checking on progress, asking questions, and making comments.
- Privately role-play with students to demonstrate how they should speak for themselves and not rely on others to make their feelings or opinions known.

Implement CLASS WORK STRATEGIES that involve clear expectations, routine, and accountability to foster an attitude of industry.

- Correct all work as soon as possible and explain corrections, so that the students can see the value and lesson learned.
- Give assignments that will allow the highest number of students to succeed, varying the ways in which they can be completed. Provide one-on-one help for students who are frustrated by the assignment.
- Give students plenty of open-ended assignments within general guidelines.
- Write assignments on the board, and encourage the students to move on to the next task when they have completed one.
- Alter your criteria for grading, sometimes basing it on effort, creativity, content, mechanics, organization.
- Create an extended learning center where children are allowed to go after accomplishing a task.
- Publish a policy and consequences for late assignments.

Use various means of ENCOURAGEMENT to help students to stick with a project, assignment, responsibility, or chosen task until its completion.

- Award points for completed assignments, and have auctions or drawings at the end of each quarter so students can spend points.
- Display the work of all the students, not just of the best ones. Share good work in the classroom and throughout the school, not always giving the names of students so that all students are encouraged to do their best in a timely manner.
- Give praise and encouragement, asking pertinent questions throughout a task to keep the students thinking about their work.
- Praise and reward hard work and effort, perhaps giving personal notes of recognition.

Provide opportunities that foster INTERDEPENDENCE to help students to develop a sense of devotion and responsibility to others.

- Allow peer tutoring on certain assignments. Encourage the students to mentor for less-capable classmates, especially in cooperative group situations.
- Give a group grade for cooperative activities.

Foster the kind of MOTIVATION that focuses on accomplishment and PRODUCTIVITY as values in themselves.

- Establish an ICMM (I Can Manage Myself) Club for students who follow classroom and school rules and earn special privileges through their membership.
- Plan some fun learning activities for the end of the school year, when productivity dwindles.

MODEL INDUSTRY on a consistent basis, since the teacher conveys industrious attitudes most effectively to the students.

- Model industry by accomplishing teaching tasks in a timely manner, being neat, and being organized. Correct tests, return papers, and display work in a timely manner.

Focus on students' history of PRODUCTIVITY to increase their self-confidence in their ability to complete a new task with satisfaction.

- Compare early-year and year-end projects so students can see progress they made.
- Design a way for students to maintain records of accomplishments.
- Create performance portfolios that demonstrate accomplishment over time in various subject areas .

Emphasize TIME MANAGEMENT as an essential ingredient in the formation of industry. Teach a method in self-contained classes, and use it consistently. In preparation for departmental-type scheduling, expose students to various ways of keeping records and of tracking assignments and due dates.

- Have the students pace themselves during activities so that they can complete tasks on time.
- Post an "Upcoming Events" board in your classroom, listing such items as tests and projects, so the students have the opportunity to work in advance. Give the students a calendar of long-term expectations and assignments that need organization, allowing enough time for proper completion.
- Stress to the students that the more work they complete in class, the less they will have to do at home.

EARLY ADOLESCENCE: GRADE 6 TO GRADE 8

Teacher Practices That Develop Industry in Catholic Elementary School Students

Model an ATTENTIVE PRESENCE to help students to persevere with diligence and accomplish tasks.

- Be available to the students for tutoring help.

Demonstrate CLASSROOM ORGANIZATION that is characterized by system, time management, and steady expectations to contribute to an industry mind-set.

- Set a schedule for your class period and stick to it.
- Record homework in a systematic way so the students can copy it and check it off when completed.

Implement CLASS WORK STRATEGIES that involve clear expectations, routine, and accountability to foster an attitude of industry.

- Accept only completed work for credit.
- Be clear and concise when giving an assignment. When there are several tasks to accomplish within a class period, put a list on the board so the students can manage their time for completion.
- Give students a chance to resubmit assignments after they have made corrections and modifications.
- Give the students time to proofread their assignments in school before turning them in.
- Pre-teach and follow up when taking field trips.
- Hold the students accountable for their class work and homework. Check homework daily and monitor class work.

Use various means of ENCOURAGEMENT to help students to stick with a project, assignment, responsibility, or chosen task to its completion.

- Bring attention to students who do especially well or work beyond what is required. Allow the students to do extra-credit work.
- Encourage students to demonstrate pride in their work through student rewards for exceptional achievement. Devise a reward system for excellent work.
- Give students extra-credit points for a project that is completed and turned in prior to the due date.
- Make consequences and rewards known when giving an assignment.

Provide opportunities that foster INTERDEPENDENCE to help students to develop a sense of devotion and responsibility to others.

- Create cooperative learning groups with assigned tasks. Allow the students to work in groups and to set up a checklist of tasks to keep on track.
- Encourage students to write or state positive comments about each other's work.

- Encourage students to explain how they arrived at an answer, so that all can learn various problem-solving skills.
- Give the students an opportunity to present work to the class as an individual and with their group.

MODEL INDUSTRY on a consistent basis, since the teacher conveys industrious attitudes most effectively to the students.

- Ask students for assistance or for their opinion.

Employ STUDENT-CENTERED CLASSROOM MANAGEMENT to facilitate the development of system and method and to support growth in self-confidence or in adequacy to complete age-appropriate tasks.

- Provide a sense of ownership with students' input on topics, due dates, and so on.
- Allow the students to share ideas of exciting events.
- Display the students' work to show an array of possibilities and ideas.
- Give students responsibility for a classroom task, such as taking attendance or delivering messages. When changing jobs, have the student who just completed the position train the new student.
- Allow a student who has mastered a concept to help other students who need assistance.
- Have extra supplies available for student use, as needed.

Emphasize TIME MANAGEMENT as an essential ingredient in the formation of industry. Expose students to various ways of keeping records and of tracking assignments and due dates. Maintain in the classroom a student-accessible record of long-range assignments and their related due dates.

- Give reachable steps for long-term assignments. Show the steps of an assignment using a variety of learning methods. Monitor long-range projects with separate due dates for sections and progress updates for various parts.
- Give the students time to begin when giving an assignment, so they can "get their feet wet" and ask questions.
- Establish firm deadlines for assignments and checkpoints for long-term assignments.
- Help students to organize their time with weekly and monthly calendars.
- Give students adequate class time to work on projects, not just time outside of class. Require that classroom work be completed in the classroom, not home.

Administrator Practices That Develop Industry in Catholic Elementary School Students

Encourage student PARTICIPATION in school-wide activities to provide teachable moments that focus students on the factors of industry that combine to make an event.

- Gather the student body regularly for patriotic and/or religious assemblies and ceremonies. Hold class performances in front of the entire school.
- Provide an outlet for students to participate in school functions, such as a student council.
- Support extracurricular activities sponsored by the school, such as the student band and sports events.
- Make campus cleanliness the responsibility of the entire student body.
- Involve the entire school in community service activities, such as Christmas collections and school clean-up. Design class contests for fund raisers to benefit service projects.
- Provide many school-wide activities and events at which students can excel, such as a science fair, an awards assembly, a math-a-thon, a read-a-thon, band, choir, liturgies, an essay contest, a school book fair where books written by the students are displayed, a young authors fair, and sports.
- Support and facilitate a program of peer tutoring throughout the school.
- Support student/class involvement in the planning of assemblies and liturgies.

Provide PUBLIC RECOGNITION of students' efforts to give steady care over time to a project or endeavor to demonstrate value for effort, diligence, method, and perseverance.

- Display awards and newsworthy items about students in the front lobby of the school.
- Establish publication spots in hallways, where classes display their work and accomplishments.
- Establish a Student of the Month program.
- Recognize students on an individual and a class-wide basis for a task well done, achievements in academics, outstanding citizenship. Give spirit awards to encourage good behavior and strong efforts. Provide guidelines and certificates for an honor roll and/or school spirit award at the end of each quarter.
- Place articles in a school newsletter, congratulating students for service or accomplishments.
- Make public compliments over the address system concerning a specific class or individual accomplishment.
- Offer a variety of rewards: most creative, neatest work, largest reference, most detailed.
- Hold honors and awards assemblies, and recognize students for effort, improvement, and school spirit as well as for achievement.

Establish age-appropriate and REALISTIC STANDARDS of competence for the student body.

- Set a firm policy of discouraging tardiness.
- Be realistic in your expectations for students of all grade levels.
- Have a published school policy concerning amount of homework and time needed for each grade level. Monitor progress.
- Distribute a checklist of requirements, procedures, and rules for student participation in such activities as a science fair and a young authors fair.
- Ensure that the consequences for poor behavior and bad choices are consistent throughout grade levels and applied consistently.
- Limit participation on the student council and in sports by requiring students to meet a specified level of academic performance.

Provide sufficient SUPPORT MATERIALS to teachers and classrooms to aid students' productivity.

- Provide students with enough auxiliary materials, such as Bibles, dictionaries, and atlases, so that unnecessary downtime is avoided when they are working on projects.

CHAPTER 6

Being a Catalyst of Love for Catholic Elementary School Students

Research suggests that identity development is dependent upon early formation in security, autonomy, initiative, and industry. These functions help a person to feel competent, adequate, and capable. They provide the substance from which evolves self-respect, self-satisfaction, and self-esteem. Research on identity development further highlights the need for an individual to feel lovable, that is, loved, cherished, preferred, sought, esteemed, appreciated, accepted, and valued. In order to feel loved, a person needs to be validated by those whom he or she counts as significant. We know this to be true from personal experience and from the insights of psychologists like Erik Erikson (1968), who identified "inner assuredness of anticipated recognition from those who count" (p. 165) as a necessary element for psychosocial well-being and identity formation.

Providing recognition of students as persons unique, respected, and enjoyed is fundamental to the vocation of teacher. Catholic elementary school teachers are called to be catalysts of love to the students entrusted to their care and to teach students to be loving toward one another. Scripture provides objectives that concretize the practice of love and suggests specific practices that communicate genuine affection for each member of the community and between members:

> Because you are God's chosen ones, holy and beloved, clothe yourselves with heartfelt mercy, with kindness, humility, meekness, and patience. Bear with one another; forgive whatever grievances you have against one another. Forgive as the Lord has forgiven you. Over all these virtues put on love, which binds the rest together and makes them perfect. Christ's peace must reign in your hearts, since as members of the one body you have been called to that peace. Dedicate yourselves to thankfulness. Let the word of Christ, rich as it is, dwell in you. In wisdom made perfect, instruct and admonish one another. Sing gratefully to God from your hearts in psalms, hymns, and inspired songs. Whatever you do, whether in speech or in action, do it in the name of the Lord Jesus. Give thanks to God the Father through him. (Colossians 3:12-17)

How, exactly, does a teacher provide recognition and communicate genuine affection for students that could contribute to the students' positive sense of identity? This question was asked individually of the 52 teachers from five Catholic elementary schools who contributed to the research project that has been reported here. As in the case of the teacher-suggested practices that promote growth in the fundamental elements of identity formation, many of these teacher responses are repetitive and crossed over age groups. For instance, teachers of many grades communicate affection by greeting each student in the morning with conversation, eye contact, touch, and a smile. Most of them acknowledge or celebrate student birthdays and accomplishments; many write an affirming note on an unexpected occasion. Some

teachers use nonverbal communication, such as a smile, a thumbs-up, or a quick nod of approval. Repetitions of responses occur frequently enough and cross age groups sufficiently to warrant a general listing of suggestions around themes, rather than a grouping of them according to the age divisions of early childhood, middle childhood, and early adolescence.

For reader ease, an attempt has been made to synthesize the teacher suggestions and to avoid repetition. In no way, though, is the list of suggestions thought to be exhaustive, nor is it supposed that all ideas will appeal to you or will flow freely in your particular circumstances. The reader is encouraged to dialogue with colleagues and to expand the list, customize ideas, and adapt the suggestions to the personality and needs of the teacher and the students.

Teacher Suggestions to Provide Recognition for, and Communicate Genuine Affection to, Catholic Elementary School Students

Give students affirmation.

- Compliment students daily on their conduct, attitude, and efforts in school.
- Point out an individual's achievement when it is least expected, and reward that student, first with praise and then with a tangible award (a sticker, a fish cracker, an item of the student's choice from the treasure chest).
- Invite the principal in occasionally to pass out awards or sometimes to sign students' copybooks in recognition of their hard work.
- Distribute good citizen awards to all students at the end of each week.
- Recognize extraordinary achievements at parent club meetings and in the school newsletter.
- Write articles of recognition for the diocesan Catholic newspaper or the local newspaper.
- Read well-written essays and literature pieces to the entire class.
- Conduct a lesson in which a student's name is picked from a hat and each student assigns a positive quality to that person.
- Celebrate and recognize students "just because." At the beginning of the year, direct your students to write their name on an index card and drop it into the "Standing Ovation" box. Every morning, pick one name, and then join the class in cheers and applause. Invite volunteers to say something nice or unique about the selected person. A small treat and a button that says "I am special" are part of this fanfare. The class cannot wait to see who will be called next.
- Point out the talents of your students to the class. For example, "Joe, you are so friendly. Would you please take charge of our new student today?"; "Jane, you have such lovely manners. Would you please greet our visitors on Open House Day?"; "Sam, you are a terrific artist. Would you please design the letters for our poster?"
- Award end-of-year certificates for positive, nonacademic attributes, such as shiniest hair, firm handshake, or neat desk.

- Commend a student's good work habits with a gentle touch on the shoulder or a pat on the back when you circulate through the classroom during independent work time.

Be genuine.

- Use honesty when dealing with students to create a sense of identity, of worth. False praise, hyped-up grades, and false awards will not raise a child's self-esteem or self-pride. They might temporarily bolster a child, but they will cause a drop in self-worth when they are discovered to be false.

Begin anew.

- Start a new school year without any preconceived notions about each new student. Try to find something special in each child, and build on that with encouragement and praise.
- Surprise students with a simple treat, such as popcorn, cookies, or a video, on the one-month anniversary of the first day of school, when you first met. Use the occasion to make a new start, now that the classroom rhythm and expectations have been established.

Reward behavior and increase motivation.

- Give students a ticket for good behavior in the classroom, helping one another, and the like. When a student has collected 20 tickets, allow the child to choose a prize from the treasure box.
- Separate the person's behavior from the person when correcting a student, and help the student to recognize the difference that doing so makes. Students have a difficult time separating their deeds from their personality. The thought process runs along the lines of "I did something bad, therefore I am bad and nobody likes me (since I do not like myself right now). My behavior was bad, and I do not like the way I feel, so the teacher does not like me either."
- Keep a supply of special certificates on hand, such as "I Caught You Caring" or "Super Worker" or "Happy Camper"—whatever is appropriate for your grade level. These can be made from construction paper on a copier machine and be handed out frequently.

Recognize birthdays.

- Celebrate each child's birthday, including summer birthdays, with a song and a book. The book is to be made by classmates, each making a page with a compliment. The pages, including one from the teacher, are tied with yarn. The children treasure these and reread them time and time again. Imagine having a book of over 35 personal compliments!
- Celebrate each student's birthday with a card and the child's favorite candy bar, a bookmark, a holy card, a homework pass. Give free homework passes on other special days as well.

Schedule de-stress time.

- Provide de-stress time (30 minutes) occasionally to give the class time to just be.

Offer encouragement.

- Affirm the students in successes and in demonstrated improvement by giving them oral or written comments.
- Place a hand on the student's shoulder or give a little whisper of encouragement, to indicate that you care.
- Post incentive charts for spelling tests correctly completed, math facts memorized, books read, and fill them up with stars or stickers.

Exercise fairness and equality.

- Assign responsibilities to students who are always behaving nicely or doing super work. Recognize that the children who are upset or angry need some special attention or "love" and give responsibilities to them as well.
- Try to call on students equally. Allow them to answer questions at their level, thereby giving them a chance to show what they know. Also, try to give *all* students the opportunity to help at times, not just the top students who finish first. Some tasks need finesse, but others can be done by all; for example, change the office runner and helpers every week, so everyone gets to help.
- Include the work of all students in class displays, even that of the students who may not have done so well but tried their best.

Remember: Humor helps!

- Have a good sense of humor, and use it always.
- Do not be afraid to show appreciation for the students' sense of humor; laugh with the students frequently.

Focus on individualization.

- Show interest in the students apart from the work that they produce.
- Show an understanding of, and concern for, any learning problems a student has, and make arrangements for individual help.
- Give all students opportunities to achieve success by providing learning experiences that touch multiple intelligences.
- Seek out competitions and contests that students might enter. These would challenge them and make them aware of different avenues through which they might excel.
- Recognize all students, not just the best students or athletes.
- Recognize special talents, and ask students to use their talents to do things for the common good, such as make posters, decorate bulletin boards, connect computers, and try new programs.
- Display examples of excellent student assignments, on which you have written a personal positive comment and placed a sticker.
- Make personal suggestions of books that you think your students would like, based on their interests.

Promote independence.

- Initiate a special club in the classroom, the ICMM (I Can Manage Myself) Club. A student becomes a member of this club by following the classroom and school rules for a specific time. As a club member, the student is allowed special

privileges, such as being exempted from lining up before or after recess, being eligible to be a teacher aide, and any other privilege that allows the student independence.

- Give choices occasionally of ways to do certain assignments; for example, written, oral, drawn, or poetic.

Encourage **interdependence (team spirit; cooperative learning).**

- Carry over the personal achievements of one student to other class members. Without really knowing what is happening, classmates will begin to speak and think of "us," not just of "me."
- Use incentives, such as a gold star or a certificate of merit, to reward individual and team effort. Share toys and games of semi-skill to develop individual self-assurance and to further team effort through taking turns in play training.
- Be diligent in noting the effort of individuals, good behavior, and the cooperative efforts of teams.
- Ask for students' input on how to learn some topic.
- Encourage students to recognize, appreciate, and learn from each other's talents.
- Display a bulletin board that features the names and pictures of class members in a decorative way, such as leaves on a tree, flowers in a garden, or stars, along with an attractive caption to promote class unity. An extension of this idea is to add a positive comment to each student's leaf or flower or star.
- Assign students a charge each week/month, such as messenger, milk monitor, or blackboard cleaner, to give them recognition as a member of the classroom community and a sense of responsibility.
- Use cooperative groups as one method of teaching, so that students become aware of others' talents in art, research, organization, and other areas.
- Establish a private joke or special tradition with your class to promote bonding. It could be something like a mascot, a secret password, a funny hat you wear on special occasions, or a special game you play before holidays.

Engage in **one-on-one interaction.**

- Welcome each student in the morning (make eye contact; initiate conversation or small talk; use the student's name; shake hands; give a high five, a hug, or an appropriate touch; smile), and say "Good afternoon" to each child before he or she leaves. Teach the students to express a response.
- Provide one-on-one occasions during independent-work time to give students help and to show them that they can do things on their own.
- Spend time, though it may be limited, surveying math work to give an "Attaboy" or extra help to individual students—it works wonders. In giving extra help, it is helpful also to back off a bit. First, have the student show how he or she is attacking a problem, then offer to model by telling the student possible steps while the child completes the actual work. Then have the student try to work with you serving as an observer. Finally, leave the student to work independently, with a promise to check back in 3 minutes.
- Have students do work independently, with "safety nets" of teacher help to allow students to gain a sense of identity (their own abilities) without fear of "falling."

- Send a thank-you note for any gift received; mail the note to the student's home if possible.
- Nickname the students, if they approve of the name.
- Be informed about, recognize, and be interested in, the students' life and activities outside of school (clubs, sports, dance, karate).
- Slip into students' desks before school a note with a personal message, such as "Good luck at your game today" or "You can be line leader today."

Communicate with school parents.

- Keep parents informed about their child's behavior, whether good or bad.
- Do not ignore bad behavior. Often when parents are informed immediately, the inappropriate behavior disappears.
- Acknowledge improved behavior and other noteworthy behavior.
- Write a note home to parents, or call them to report good news or when their child has a particularly good day. Parents like to hear good news.

Offer positive feedback as frequently as possible.

- Make a positive remark about *every* answer received, even if an answer is not correct. Some possible remarks are, "I can tell you're really listening, but let's think about . . ." and "That is an original idea, but you may want to think it through a bit."
- Critique student art projects in a most positive way, publicly and privately. Give specific direction for improvement.
- Address the class with positive phrases, such as "My friends" or "My dears."
- Tell the students when they please you, using statements such as "You are a pleasure to teach" and "I am so proud of you" and "It makes me so happy to have a class who loves to learn."

Establish a respectful and nurturing classroom environment.

- Establish a respectful atmosphere. Model respect for each student, and expect students to show respect for each other.
- Let students know that they are loved and trusted. They must be treated with respect. Guidelines should be established so that the students know what is expected of them. It is important that you listen to them and that you answer their questions. It is important also that you have a positive attitude; be patient and understanding, and remind them that God made them, therefore they are special and unique.
- Listen to writings by the children.
- Give students praise for specific accomplishments.
- Call students by name, and call on them frequently.
- Schedule a sharing day each week.
- Smile when you call on a student.
- Thank students when they have participated.
- Acknowledge the good jobs that students do and the effort that they exert.
- Walk through the classroom periodically, and comment on good effort.
- Give the students choices in their day (choices you can accept).
- Take a class vote for a choice of schedule, when possible.

- Expect classmates to listen when a student is speaking. Model listening by giving your full attention and appropriate feedback.
- Avoid negatives in words and tone.
- Make frequent eye contact, and smile during class.
- Provide comfort and support when a student is upset over problems in the home as well as those in school. This could also mean including the student in the class prayers (providing time for special intentions).
- Be open with the students. If you are having a bad day, tell them so. Always admit to mistakes, modeling to students that it is acceptable to admit being wrong. It gives them more control of their environment.
- Let your students know that the teachers are people too by letting them know about such things as your hobbies, favorite teams, and travels.

Set up a **superstar spotlight.**

- Give each student a chance to be Superstar of the Week. Have the superstar share with the class things important to him or her; for example, a poster of photos and memorabilia, family photo albums, awards received, and particular hobbies and interests. Expect the class to listen and to ask questions. Display the student's pictures and awards on a bulletin board for a week.
- Have each classmate contribute a page for a book, telling why he or she likes the superstar child. Give the superstar special responsibilities throughout the week.

Practice **teacher outreach (teacher-initiated communication).**

- Gift a few children each week with a holy card, and on the back, write "Jesus loves you, so do I! Love, [Your Name]." Give each child about six cards in the course of the year. (This is not a reward; it is a gift simply because the students are.)
- Give students personal notes of encouragement. The children appreciate them coming from their teacher. These notes may compliment their academic, extra-curricular, or sports activities. Also send "warm, fuzzy" notes to your students.
- Leave a note in students' desks on their very good or very bad days, offering congratulations or condolences.
- Listen with rapt attention to what students have to say during recess time, or join them in playing a game.
- Be available for heart-to-heart chats after school.
- Call a student's home when the child has been ill or has had an accident at school.
- Arrange to have small-group lunches during the lunch period. In this way, get to know the students in a more casual and intimate atmosphere. This gives students a sense of belonging, letting them each be an actual person, not just an academic student in the classroom.
- Get to know something personal about each student, so that you can make conversation with the child by asking about skiing, gymnastics, sports, and other interests.
- Attend after-school events that your students participate in. They love to see you at their games, plays, recitals.
- Notice when your students get new braces or eyeglasses or a haircut.

Student Advice on How Teachers Can Contribute to Students' Positive Self-esteem

Students from a variety of middle-school settings were asked the following question: "What advice would you offer teachers so that they can help students to develop positive self-esteem?" Although the students represented diverse economic backgrounds, cultures, and schools, they responded in very similar ways. The advice these youths offered complements the teacher suggestions that are reported in this chapter. At each school, the student advice was expressed thoughtfully and respectfully in the midst of grade-level peers and was recorded carefully.

After reflection, six themes emerged in the mind of this researcher, so each piece of student advice is listed under one of these themes: (a) demonstrate respect for students; (b) balance respect with friendliness rather than fear; (c) win student cooperation and performance through affirmation; (d) teach students how to learn from mistakes; (e) reach out to students who have hard times; and (f) help to build unity and friendship in the class. To be faithful to the trust that the students gave to the researcher, only minor but necessary editorial revisions were made in the wording of the students' advice. Although some advice sounds like admonition, it was offered in good faith and was spoken from the hearts of children. Their words, therefore, need to be acknowledged.

Demonstrate respect for students.

- Do not laugh at our mistakes or permit our classmates to laugh at us.
- Do not belittle students publicly or in private.
- Address us by first our first name; do not call us by our last name only or by student number.
- Demonstrate and require mutual respect.
- Do not act superior to the students, even though you are more experienced and do know more.
- Do not make us feel less than you. We are the same. We take your comments personally, and our self-esteem is affected.
- Do not convey the attitude that the teacher is always right and that the students are always wrong.
- Speak in respectful tones. Do not shout at us.
- Take extra time or time from your break to explain things to us when we do not understand.
- Show that you value our opinions and ideas. Do not be threatened when we express an opinion that is different from yours.

Balance respect with friendliness rather than fear.

- Give trust to the students, so that they will have confidence and share.
- Give liberty with responsibility.
- Talk with the student first about problems he or she is having before you contact the student's parents. Contact parents as the last resort, not as the first step.
- Be our friend, not only our teacher. Show interest in our interests and outside activities. Be close to us, so that we will confide in you.

- Do not get angry over things that happen in class. Do not take our mistakes personally.
- Try to open yourself to understand each person and his or her differences.

Win student cooperation and performance through affirmation. Be positive and helpful.

- Do not threaten a student in any way. Students are threatened when they are ignored by the teacher; told they are wrong; warned that they will be sent to the principal or another authority if they do or do not do a specific behavior; singled out and treated meanly by a teacher.
- Focus on the good that we do or the effort that we demonstrate, especially when we make mistakes or get a bad grade, rather than focus on how badly we are doing.
- Explain things in a positive way. Do not be mad at the students or talk negatively or sarcastically.
- Avoid negative generalizations. When we do something wrong, correct that thing, but do not generalize or imply that everything we do is wrong. Do not say, for example, "You are the worst section in your grade."
- Tell us when we do good things and when you are proud of us.

Teach students how to learn from mistakes.

- Accept your own teacher mistakes. Do not cover up or say, "I did it to see if you were paying attention."
- Help us to correct our mistakes and to use them.
- Help us to learn how to take correction in a positive way.

Reach out to students who have hard times.

- Make private arrangements for those students who have a harder time learning than most of the other students.
- Make arrangements to help a student who was absent to update his or her work. Do not make it the sole responsibility of another student.
- Do not say, "It's your problem; I already explained it," if a student does not understand the work.
- Help students with problems to feel important. These students do not feel they are part of the class or of the teacher. They need extra understanding.
- Encourage a student when he or she gets a bad grade. Do not expose the student's weakness to the class.
- If you are returning a test or a paper to the class and a student has done poorly on it, give it to him or her privately before the class receive theirs, and tell the student how to improve it.

Help to build unity and friendship in the class.

- Encourage every student to participate.
- Hold a counseling hour each month to discuss class problems and the pressures that students are dealing with. Increase the amount of time given for this kind of discussion.
- If a student is having problems and is able to confide in other particular students, do not separate or divide those students from each other.
- Teach us how to do problem solving.
- Help us to know how to resolve conflicts.

Classroom climates that promote positive identity formation in children of Catholic elementary schools incorporate the kinds of activities that were suggested by the teachers and students in this research project. Isolated practices cannot, of themselves, convey love or accomplish total Christian formation, however. Such practices need to become consistent patterns reflected in the philosophy, personality, and style of the teacher within the context of the school year.

Educators are well aware that "sporadic, partial, or uncoordinated efforts, or a situation in which there is a conflict of opinion among the teachers, will interfere with rather than assist in the students' personal development" (*Congregation for Catholic Education*, 1988, #99). Teachers are the catalysts that create a classroom climate wherein students experience validation, appreciation, esteem, and love for who they are as distinct from what they do. Teachers also transmit to students how to nurture recognition and genuine affection among themselves for each other. How teachers do this is well illustrated in the following excerpts from research responses of middle-school teachers.

Mutual respect, personal contact, and inclusion are characteristic of classroom climates that promote positive identity formation. Barbara Kirkland of Sacred Heart School, Saratoga, California, illustrated such a classroom:

> In my classroom, "home court" rules. Because students know that they are in a "safe" environment they can be themselves, take risks and know that they will not be ridiculed or put down by peers. Each day every student is called by name, talked to, encouraged and, when deserved, praised for good grades, kind acts, etc. Verbal praise to the whole class is frequently given, as is verbal praise to individuals.
>
> Homework passes are given for "above and beyond" Christian behavior, and [this pass] is the most coveted reward. Gold slips are given in our school for exemplary behavior both in and out of the classroom. In my class when we reach 25 gold slips, we have a class party with a video and snacks.
>
> I take an interest in what my students are doing outside of school and talk to them individually and in groups about their hobbies, interests, etc. We respect one another. I tell them many stories about my life and my faith, and they reciprocate.

Often children lack the age and experience needed to identify personal talents and interests in order to grow in self-appreciation, initiative, and industry and to develop a cooperative spirit. A caring teacher like Suzanne Rich of St. Cyprian School, Sunnyvale, California, is intentional about meeting that need, reaching out, and personalizing education within her classroom:

> As an eighth-grade teacher, I believe that my students need recognition and genuine affection just as much as, if not more than, when they were in the primary grades. The methods of conveying this affection and recognition are very different, however. Early in the school year, I try to identify the area or areas of talent in my students. If a project requires artistic ability, I ask the student(s) who are gifted in art for help. I put them in charge of the project with general guidelines and let them take it from there. I trust my students and respect their judgment, and I tell them this on a daily basis, both as a group and as individuals, when the need arises. We have very open communication in our classroom. The students know that their opinions are important to me, and I feel free to speak my mind to them.

> I try to greet my students as they enter the classroom each day. This gives me the opportunity to have a good look at each one, to see who has new shoes or a new haircut. Eighth-graders are just as excited about new shoes, haircuts, and birthdays as younger children are, but being at that "awkward" age, they are not sure if they should be. My noticing and commenting on such things gives them the OK to be excited and happy about little things in life.
>
> I send [through the mail] written communication to the parents . . . about the achievements of their children. My "Good News from School" forms are printed on bright-yellow card stock and are very well received by parents and students. One parent commented this year that her son was so excited about his "Good News" note that he carries it in his binder, to remind him of what he can do when he really tries.
>
> When we had our eighth-grade Confirmation retreat this year, I wrote notes to each student, mentioning something special about his/her progress this year, growth . . . in different situations, and my hopes for [the students'] futures next year as they start high school. This was a very moving day for all of the students. They felt the affection of their friends, families and teacher.
>
> I guess I share a lot of myself with my "kids." I share many family experiences with the class. My two children have been a great source of guidance to me in teaching at this grade level. Being a mother definitely has made me a better teacher. On the other hand, being a teacher helps me to grow as a wife and mother.

Personal worth, esteem, and respect are communicated in subtle ways. Sr. Nancy Hubeny, OP, of St. Lucy School, Campbell, California, provided a recipe for creating a life-giving classroom climate. It includes the following intentional practices:

1. Talk to the students with respect.
2. Explain reasons and/or perspective.
3. Listen carefully.
4. Be understanding.
5. Be willing to compromise.
6. Be careful not to overreact.
7. Give sincere compliments, and show appreciation.
8. Avoid defensiveness.
9. Use a positive approach.
10. Have students be part of the decision-making process.
11. Be welcoming to students as individuals.

The caliber of the teacher's classroom arrangement, physical care, curriculum preparation, consistency, and stability convey to most students that the children, as a whole body, are loved in a professional kind of way, rather than emotionally, and that they are deemed worthy of the teacher's efforts. To feel love and affection on an emotional level or a personal level, a child needs to feel liked, enjoyed, personally valued, or cherished. Maureen Velasquez of St. Joseph School, Mountain View, California, attempts to convey genuine affection to her students:

> A teacher of the eighth-grade level can contribute to the students' positive sense of identity by demonstrating consistent expectations of their behavior. I try to let them know every day

> that I choose to be in the classroom with them . . . . I laugh with them and never at them. I give pats on the back when appropriate, and I still hug when necessary, even though I know what the educational "experts" say about touching the students.
>
> I let my students know that I am available to discuss all matters and that I will hold their information confidential. I try to give positive feedback even when an answer is wrong. [Giving] recognition and public praise is very important as is [giving] individual "Nice" notes.
>
> I use a lot of nonverbal language. In fact, one of my first lessons in September is a body-language exercise, when I explain my various "teacher" looks. I walk around the classroom and will, without saying anything, get students back on focus.
>
> I do know that most of my students know that I care greatly for them. . . . I give my students recognition by trying to talk to each of them every day as I go around and collect at least one thing . . . from each of them personally. I let the students come in the classroom early in the morning and stay in at recess so that I get a chance to visit with them in small groups. I try to acknowledge all of their accomplishments in and out of the classroom. I try to attend at least one of their sports games, musical concerts, and any other performances they might partake in outside of school.

The classrooms that these teachers described are consistent with those described by each teacher who participated in the research project that is reported in this book. Such classroom climates facilitate complete Christian formation within the students. They "develop persons who are responsible and inner-directed, capable of choosing freely in conformity with their conscience . . . , who open themselves to life as it is, and create in themselves a definite attitude to life as it should be" (Sacred Congregation for Catholic Education, 1977, #31). These classrooms reflect how "the integration of culture and faith is mediated by the other integration of faith and life in the person of the teacher" (#43), which leads to the complete Christian formation of pupils, a "task of special significance today because of the inadequacy of the family and society" (#45).

May the reflections of these teachers and the classroom practices reported throughout this book speak words of wisdom for you, affirm your teaching style, and assist you to provide for the ongoing identity formation needs and self-esteem development of the children entrusted to your care.

Children are the hope of the future. The future—theirs and ours—is in the hands of today's teachers.

APPENDIX

Suggested Basic Plans for School Staff In-service Workshops

The premise of this book is that self-esteem is a by-product of identity formation. Children require the attention and informed efforts of parents and teachers in order to establish a psychological framework that can support and foster positive growth in identity. The foundation of identity is nurtured in environments that strengthen the senses of security, self-reliance, initiative, and industry, thereby fostering the psychosocial development of a child.

This book suggests practices that Catholic elementary schools and teachers already exercise or can apply to make a positive contribution to the process of identity formation within children of elementary school age. If teachers participate in personal identification of their own practices before reading the suggestions in this book, self-reflection or evaluation will serve then as a type of pretest that readies the teacher to listen to the sharing of other teachers and to read the ideas of the book with more intentionality and ownership. Additionally, if time is provided for departmental and cross-grade sharing among teachers, participants will be affirmed and enlightened by the contributions of colleagues. Benefits will be multiplied when faculty members of several schools combine for a day of inservice.

A descriptive student profile is included in the appropriate chapter for each of the four elements of identity formation—security, autonomy, initiative, and industry. The profile suggests the characteristics that surface in a child who has developed the particular element to a positive degree. The profile also names observable characteristics that indicate the need to further develop or reinforce behaviors that nurture positive development of the particular identity element. The information in the profiles may help a teacher to understand the underlying cause behind student behavior and to be better equipped to plan interaction and class work activities that support positive development. Furthermore, the profiles may better prepare teachers to provide helpful advice to parents regarding the identity formation of their child.

In-service on the concepts and information in this book is appropriate for many areas of education. Collegiate-level teacher preparation programs, graduate-school administrative and credential programs, diocesan staff development programs, professional organizations of teachers, administrators of elementary and high schools, individual teachers, and catechists will find the work practical, applicable, and diagnostic in meeting this contemporary need of education—namely, the positive identity formation of youth. Identity is the foundation of self-esteem and character development. Realizing that positive identity formation readies the soul to receive the Word of God and to respond to it, Catholic educators will delight to find support and direction for the work of soul formation, spirituality, and a life of virtue.

Time pressures and scheduling needs vary from one situation to another. Consequently, administrators are encouraged to be creative in adapting the basic plan that is

proposed below for a full day of in-service. In addition to the a full-day plan, three other plans are offered as guides for situations that need more varied scheduling. Each plan requires a facilitator or several to share the responsibilities of providing overview information and facilitating the flow of discussions and independent activities. A facilitator will be prepared sufficiently by reading the chapter(s) assigned to the session and presenting the material to the workshop participants. If teachers have their own copy of this book, they will find it invaluable for workshop participation and follow-up support; furthermore, duplication of the book's activity sheets for the teachers' use will be unnecessary.

Basic plans for four arrangements of in-service are outlined here: (a) one full-day workshop, (b) two half-day sessions, (c) four 90-minute sessions, and (d) half-hour sessions at each of seven faculty meetings. Following these skeletal outlines are the scripts and focus sheets referred to in each in-service plan. An entire day of workshop has the advantages of intensity, focus, and a sense of leisure, but the very nature of its compactness limits reflection and sifting time. Briefer, separated meetings offer participants the opportunity to reflect and evaluate between topics, but momentum may suffer. In all cases, it is preferred to combine the faculties of several schools in order to enrich discussions and to permit school personnel to enjoy fruitful exchange in the groupings of early childhood, middle school, early adolescence, and administration.

Detailed 10-Step Guide for a Full-Day Workshop (4.5 hours on task)

If the workshop participants have a copy of this book, simply give them the page number of each of the various reference sheets cited in this guide: the gathering prayer, the student profile charts, the focus sheets, and the concluding activity and prayer. Otherwise, duplicate and distribute each of the sheets needed.

This plan provides for a gathering prayer; introduction to the concept of identity formation; presentation of, and personal reflection on, each of the four elements of identity formation; discussion with grade-level colleagues; summary remarks on the characteristics of school culture related to identity formation; and a concluding activity and prayer.

Step 1. Gathering Prayer **(15 minutes)**

The gathering prayer, Called to Be Instruments of Identity Formation (p. 87), puts into focus the need to nurture positive identity in students and the role of the teacher. The introduction to the prayer experience provides background and readies participants to enter into the workshop aware that identity formation is God's work and that God will supply the grace needed to accomplish the task. The prayer lends itself to multiple readers and, therefore, invites active participation and ownership as the first movement of this day-long workshop.

Step 2. Overview of Identity Formation **(15 minutes)**

The facilitator presents a summary of Chapter 1: Understanding Student Identity Formation and the Self-esteem Connection.

Step 3. Focus on Security **(35 minutes total)**

The components of Step 3 will be repeated for each of the other three elements of identity formation. Below they are described in detail; an abbreviated version appears for the other elements.

1. The facilitator presents to the participants a summary of Chapter 2: Fostering Student Security Formation. (10 minutes)

2. The facilitator directs participants to reflect on the Student Security Profile chart in chapter 2 (p. 9). The facilitator invites the sharing of insights. (10 minutes)

3. The facilitator invites staff members (teachers, administrators, support personnel, and others) to consider independently practices that they do or could do that would support the growth of security within students. Each participant then writes three suggested practices on Focus Sheet #1: Security (p. 89). The facilitator announces that a time for sharing these with other teachers will occur later in the day. (10 minutes)

4. The facilitator asks several participants to share one idea aloud, so that the entire assembly can benefit from the experience and wisdom assembled in the room. With each sharing, the facilitator connects the practice to one or more of the characteristics of security formation: routine, procedure, system, safety precaution, consistency, predictability, and follow-through. (5 minutes)

Step 4. Focus on Autonomy **(35 minutes total)**

1. The facilitator presents a summary of Chapter 3: Fostering Student Autonomy Formation. (10 minutes)

2. Participants reflect on the Student Autonomy Profile chart (in chapter 3, p. 26) and share insights. (10 minutes)

3. Participants consider personal application (Focus Sheet #2: Autonomy, p. 90). (10 minutes)

4. Several participants share one idea aloud. With each sharing, the facilitator connects the practice to one or more of the characteristics of autonomy: responsible independence, self-governance, accountability, respectful assertiveness, intrinsic self-control/self-discipline, and value for effort more than for result. (5 minutes)

Morning Break

Step 5. Focus on Initiative **(35 minutes total)**

1. The facilitator presents a summary of Chapter 4: Fostering Student Initiative Formation. (10 minutes)

2. Participants reflect on the Student Initiative Profile chart (in chapter 4, p. 42) and share insights. (10 minutes)

3. Participants consider personal application (Focus Sheet #3: Initiative, p. 91). (10 minutes)

4. Several participants share one idea aloud. With each sharing, the facilitator connects the practice to one or more of the characteristics of initiative: being exposed to varied experiences; being a risk taker; using materials, tools, and resources that support varied interests; considering consequences of choices made; applying standards and meeting deadlines; recovering after making a mistake; balancing freedom with responsibility; and valuing ideas and process more than product. (5 minutes)

Step 6. Focus on Industry **(35 minutes total)**

1. The facilitator presents a summary of Chapter 5: Fostering Student Industry Formation. (10 minutes)

2. Participants reflect on the Student Industry Profile chart (in chapter 5, p. 55) and share insights. (10 minutes)

3. Participants consider personal application (Focus Sheet #4: Industry, p. 92). (10 minutes)

4. Several participants share one idea aloud. With each sharing, the facilitator connects the practice to one or more of the characteristics of industry: applying steady care over time; being productive; meeting deadlines; finishing what is started; working at long-range projects; managing time and planning schedules; working side by side with another through a difficult project of many steps; and planning work and working the plan. (5 minutes)

Lunch Break

Directions: Before the break for lunch, announce the locations of the prearranged meeting areas for grade-level staff personnel or age-level groupings according to early childhood, middle childhood, and early adolescence. Administrators may form yet another group or join a group of their choosing. Instruct participants to go directly to the designated sites when the lunch period has ended. (Some in-service groups may choose to eat lunch at those sites, so as to have additional discussion time.)

Step 7. Discussion **(60 minutes total)**

Directions: Preassign a facilitator for each group of staff members. The functions of the facilitator are merely to invite members to share and to safeguard against monopolization by one or more members. One effective method of discussion is to have individual members, in sequence, share one idea from their prewritten suggestions on the focus sheet. This sharing is unmonitored and uninterrupted; no one comments. At the end of a once-around, the facilitator opens the group to discussion.

Participants will discover that the discussion time is insufficient. Hopefully, discussion of the information will be continued informally throughout the school year and formally at subsequent faculty meetings.

If it is possible to extend the discussion time by either scheduling a working lunch or a longer day of in-service, the group facilitator ought to sum up each section of discussion by sharing some of the teacher practices that are cited in this book.

1. Security (10 minutes)
2. Autonomy (10 minutes)
3. Initiative (10 minutes)
4. Industry (10 minutes)

5. Distribute Focus Sheet #5: Classroom Climate (p. 93). Allow time for personal written response and general discussion of the ideas on the sheet. (20 minutes)

Step 8. Facilitator-Led Reflection **(20 minutes total)**

1. The facilitator summarizes the concepts presented in Chapter 6: Being a Catalyst of Love for Catholic Elementary School Students. (10 minutes)

2. The facilitator distributes Focus Sheet #7: Genuine Affection (p. 95) and then reads or comments on the ideas presented on the sheet. The facilitator provides time for personal reflection and the written completion of the sheet, perhaps with background music playing. Explain that time will not permit verbal sharing during this workshop session. (If the

administrator predetermines to set aside a time for follow-up on a subsequent occasion, tell the participants to keep Focus Sheet #7 in readiness for that day.) (10 minutes)

Step 9. Concluding Activity and Prayer **(20 minutes)**

Incorporate within the closing activity of the in-service the prayerful exercise Called to Be Catalysts of Love (p. 93).

Step 10. Planned Follow-up to Day of In-service

Predetermine an opportunity for staff sharing as a follow-up to this day of in-service.

1. Involve staff members in discussing Focus Sheet #7: Genuine Affection (p. 95) and the implications that such a discussion will have for future interactions within the school.
2. Distribute Focus Sheet #6: School Culture (p. 94). Ask staff members to complete the sheet and submit it to the appointed facilitator by a given date.
3. Have the facilitator collate the responses and present them to the staff for discussion. Do the results suggest the need for future planning?

Two Half-Day Sessions (2 hours each)

Day 1

10 minutes Facilitator Overview of Chapter 1: Understanding Student Identity Formation and the Self-esteem Connection

25 minutes
- Facilitator Overview of Chapter 2: Fostering Student Security Formation
- Student Security Profile (chapter 2, p. 9)
- Focus Sheet #1: Security (p. 89)

25 minutes
- Facilitator Overview of Chapter 3: Fostering Student Autonomy Formation
- Student Autonomy Profile (chapter 3, p. 26)
- Focus Sheet #2: Autonomy (p. 90)

40 minutes
- Discussions—in grade groups or across grades to share insights and responses to Focus Sheets #1 and #2

20 minutes
- Distribution and Explanation of "Take-Home Assignments"
- Participants reflect on and respond to:
  - Student Initiative Profile (chapter 4, p. 42)
  - Focus Sheet #3: Initiative (p. 91)
  - Student Industry Profile (chapter 5, p. 55)
  - Focus Sheet #4: Industry (p. 92)
  - Focus Sheet #5: Classroom Climate (p. 93)
  - [OPTIONAL] Focus Sheet #6: School Culture (p. 94); give to facilitator by [specified date]

Day 2 *Bring to the session the completed worksheets that were distributed at the end of the first session.*

15 minutes	Facilitator Overview of Chapter 4: Fostering Student Initiative Formation and Chapter 5: Fostering Student Industry Formation
15 minutes	[OPTIONAL] Facilitator-Led Discussion—results of the School Culture and Positive Self-esteem Survey (Focus Sheet #6, p. 94)
30 minutes	Discussions—in grade groups or across grades to share insights and responses to Focus Sheets #3 and #4
40 minutes	• Facilitator Overview of Chapter 6: Being a Catalyst of Love for Catholic Elementary School Students • Focus Sheet #7: Genuine Affection (p. 95) • Sharing of responses to Focus Sheet #7
20 minutes	Concluding Activity and Prayer: Called to Be Catalysts of Love (p. 96)

Four 90-Minute Sessions

Day 1

10 minutes	Facilitator overview of Chapter 1: Understanding Student Identity Formation and the Self-esteem Connection
10 minutes	Facilitator presentation of Chapter 2: Fostering Student Security Formation
10 minutes	Distribution/discussion of Student Security Profile (chapter 2, p. 9)
20 minutes	Distribution of Focus Sheet #1: Security (p. 89) for personal reflection and written completion
30 minutes	Grade-group or across-grade sharing of practices reported on Focus Sheet #1: Security
10 minutes	• Distribution and Explanation of "Take-Home Assignments" • Participants reflect on and respond to: - Student Autonomy Profile (chapter 3, p. 26) - Focus Sheet #2: Autonomy (p. 90) - Student Initiative Profile (chapter 4, p. 42) - Focus Sheet #3: Initiative (p. 91)

Day 2 *Bring to the session the completed worksheets that were distributed at the end of the first session.*

40 minutes	• Facilitator presentation of material in Chapter 3: Fostering Student Autonomy • Grade-group or across-grade sharing of practices reported on Focus Sheet #2: Autonomy
40 minutes	• Facilitator presentation of material in Chapter 4: Fostering Student Initiative Formation • Grade-group or across-grade sharing of practices reported on Focus Sheet #3: Initiative

10 minutes
- Distribution and Explanation of "Take-Home Assignments"
- Participants reflect on and respond to:
  - Student Industry Profile (chapter 5, p. 55)
  - Focus Sheet #4: Industry (p. 92)
  - Focus Sheet #5: Classroom Climate (p. 93)

Day 3 *Bring to the session the completed worksheets that were distributed at the end of the last session.*

40 minutes
- Facilitator presentation of material in Chapter 5: Fostering Student Industry Formation
- Grade-group or across-grade sharing of practices reported on Focus Sheet #4: Industry

40 minutes
- [OPTIONAL] Distribution of Focus Sheet #6: School Culture (p. 94)
- Participants complete the survey; discuss opinions, commendations, and recommendations

10 minutes
- Distribution and Explanation of "Take-Home Assignment"
- Participants reflect on and respond to Focus Sheet #7: Genuine Affection (p. 95)

Day 4 *Bring to the session the completed worksheet that was distributed at the end of the last session.*

20 minutes Facilitator presentation of material in Chapter 6: Being a Catalyst of Love for Catholic Elementary School Students

40 minutes Grade-group or across-grade sharing of practices reported on Focus Sheet #7: Genuine Affection

30 minutes Concluding Activity and Prayer: Called to Be Catalysts of Love (p. 96)

Seven Faculty Meetings (30 minutes each)

The material under consideration will generate enthusiastic and growth-filled discussion. Thirty-minute sessions, therefore, are a challenge and are advised only as a last resort. Sessions of 45 to 60 minutes are strongly encouraged instead.

To safeguard the maximum time allowed for discussion, provide participants with a copy of this book so they can complete "input" reading on an independent basis before each session. In the following outline, this approach is noted as the **preferred format**. Furthermore, if each participant possesses a book, it will be unnecessary to reproduce and distribute the worksheets (Focus Sheets #1 to #7) before the sessions. The alternative suggestion is to limit discussion to 20-minute sessions in order to allow 10 minutes for the facilitator to present the input material that focuses the work of the subsequent session. In the following outline, this approach is noted as the **alternative format**. With this choice, it will be necessary to reproduce and distribute the assigned focus sheets before each meeting.

Meeting 1

The facilitator presents an overview of the material in Chapter 1: Understanding Student Identity Formation and the Self-esteem Connection. (10 minutes)

Explain the plan to use 30 minutes at six additional faculty meetings to explore the practices that nurture the development of positive identity in students. The format includes the distribution of a worksheet before each meeting. Ask participants to reflect on the printed information and give written response prior to the faculty meeting. At the follow-up session, the material will be shared and discussed in grade groupings or across the grades. (5 minutes)

Preferred Format

Provide a copy of the book to each teacher participant. Explain that each chapter presents overview material and teacher-suggested practices related to the identity element under discussion, i.e., security, autonomy, initiative, industry, and genuine affection. Prior to each meeting, the teachers are expected (a) to read the overview material that defines and illustrates the meaning of the term and (b) to create a student profile that cites characteristics of a child who is developing in a positive direction related to the element or who needs intervention in order to develop a positive identity. Then, before reading the teacher-practice suggestions in the chapter, the participants should use personal experience to complete a worksheet with suggestions that they will share at the faculty meeting. After the faculty meeting, encourage the teachers to read through the teacher-suggested practices included in the chapter. A reading at that juncture will affirm each teacher and expand the results of the faculty discussion. (15 minutes)

Alternative Format

The facilitator presents the material in Chapter 2: Fostering Student Security Formation. (15 minutes)

Meeting 2

Before the meeting:

1. Distribute or assign the Student Security Profile (p. 9).
2. Distribute or assign Focus Sheet #1: Security (p. 89).
3. (Preferred) Read the overview material of Chapter 2: Fostering Student Security Formation.

Preferred Format

Grade-group or across-grade sharing of practices reported on Focus Sheet #1: Security (30 minutes)

Alternative Format

Grade-group or across-grade sharing of practices reported on Focus Sheet #1: Security (20 minutes)

Facilitator presentation of material in Chapter 3: Fostering Student Autonomy Formation (10 minutes)

Meeting 3

Before the meeting:

1. Distribute or assign the Student Autonomy Profile (p. 26).
2. Distribute or assign Focus Sheet #2: Autonomy (p. 90).
3. (Preferred) Read the overview material of Chapter 3: Fostering Student Autonomy Formation.

Preferred Format

Grade-group or across-grade sharing of practices reported on Focus Sheet #2: Autonomy (30 minutes)

Alternative Format

Grade-group or across-grade sharing of practices reported on Focus Sheet #2: Autonomy (20 minutes)

Facilitator presentation of material in Chapter 4: Fostering Student Initiative Formation (10 minutes)

Meeting 4

Before the meeting:

1. Distribute or assign the Student Initiative Profile (p. 42).
2. Distribute or assign Focus Sheet #3: Initiative (p. 91).
3. (Preferred) Read the overview material of Chapter 4: Fostering Student Initiative Formation.

Preferred Format

Grade-group or across-grade sharing of practices reported on Focus Sheet #3: Initiative (30 minutes)

Alternative Format

Grade-group or across-grade sharing of practices reported on Focus Sheet #3: Initiative (20 minutes)

Facilitator presentation of material in Chapter 5: Fostering Student Industry Formation (10 minutes)

Meeting 5

Before the meeting:

1. Distribute or assign the Student Industry Profile (p. 55).
2. Distribute or assign Focus Sheet #4: Industry (p. 92).
3. (Preferred) Read the overview material in Chapter 5: Fostering Student Industry Formation.

Preferred Format

Grade-group or across-grade sharing of practices reported on Focus Sheet #4: Industry (30 minutes)

Alternative Format

Grade-group or across-grade sharing of practices reported on Focus Sheet #4: Industry (20 minutes)

Facilitator presentation of material in Chapter 5: Fostering Student Industry Formation (10 minutes)

Meeting 6

Before the meeting:

1. Distribute or assign Focus Sheet #5: Classroom Climate (p. 93). Its results are intended for personal use. Subsequent group discussion will center on the issues, not on personal evaluation.
2. Distribute or assign Focus Sheet #6: School Culture (p. 94).
   OPTION A: Submit the completed surveys to the facilitator before the faculty meeting. The facilitator will bring the collated results to the meeting.
   OPTION B: Limit the group's focus on the survey results to personal reflection. Subsequent group discussion will center on the issues raised, not on evaluation.

Preferred Format (Collated survey results and evaluative discussion)
Staff-wide discussion of the issues raised in Focus Sheet #6: School Culture and Focus Sheet #5: Classroom Climate and their implication/application for the following school year (30 minutes)
Alternative Format (Nonevaluative examination of issues presented on the focus sheets)
Facilitator-led discussion of the concepts presented in Focus Sheet #6: School Culture and Focus Sheet #5: Classroom Climate (30 minutes)

Meeting 7

Before the meeting:

1. Distribute or assign Focus Sheet #7: Genuine Affection (p. 95).
2. (Preferred) Read Chapter 6: Being a Catalyst of Love for Catholic Elementary School Students.

Use the concluding activity and prayer, Called to Be Catalysts of Love, and follow the instructions given.

Each of the four plans outlined above is a starting point. Use of this book's contents is limited only by time and scheduling needs. The leadership of one school may choose to devote one academic quarter to each of the four elements—security, autonomy, initiative, and industry—and adapt the material accordingly. Another school's leader may structure an overnight retreat to present the material for consideration. A cluster of schools may present an overview of the material during an in-service day before the opening of the school year and use the allotted minimum days or the in-service days for the year to consider the material more intensely. Regardless of which plan is used, the students can only benefit when school staff members take time to identify ways that they can nurture the psychosocial development of the children who are entrusted to their care. May consideration of these kinds of practices affirm staff members and stimulate ongoing student formation.

Gathering Prayer: Called to Be Instruments of Identity Formation

Introduction
(Proclaimed by six readers or two readers who alternate paragraphs)

Today we assemble to reflect on our role in the identity formation of the children in our school community.

Identity formation is basic to self-esteem, and self-esteem affects academic progress, socialization among peers, class productivity, group cohesiveness, and personal spirituality.

Despite advancements in technology, the availability of support services, and current developments in curriculum, we recognize a decrease in the number of children who seem secure, self-reliant, able to initiate, and capable of sticking with a task until all parts are completed satisfactorily.

These qualities—security, autonomy, initiative, and industry—are the foundation on which identity is formed, and they are essential to the psychological, social, intellectual, moral, and spiritual development of a person.

Whole-person development begins in the home. The vocation of teacher includes the call to maintain, strengthen, or sometimes remediate a student's sense of security, autonomy, initiative, or industry. In developing these senses that are foundational to identity formation, teachers become instruments that help children to believe in their own goodness and lovability or in God's ability to love them unconditionally.

The task of identity formation is beyond our personal power to accomplish—even beyond our collective power. It is God's work, and God will see to its completion. God will equip us to function as catalysts of love and inspiration. Let us be strengthened by God's promise to be with us at all times as we begin our prayer with the Sign of the Cross.

All: In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

Reflection
Theme: God who began the good work in you will carry it through to completion.

Sources: (A) Scripture, Phillipians 1:3-6
(B) "He Who Began a Good Work in You," on *Find Us Faithful* [Cassette or Compact Disc], (Green, 1988)

Intercessory Prayer
(Two readers for each intercession; intercessory leads adapted from *Find Us Faithful* [Green, 1988])

Response: Fulfill the good work you have begun in us, Lord.

"He who started the good work will be faithful to complete it in you."
—May we serve as catalysts of creative hope by relying on the providential care of our loving Creator to complete the good work begun in us. For this, let us pray, . . .

"You can be sure that the Lord has his hand on you; safe and secure, He will never abandon you."
—May we serve as catalysts of security and self-esteem by communicating the way to know who we are and *whose* we are. For this, let us pray, . . .

"You are His treasure and He finds His pleasure in you."
— May we serve as catalysts of self-acceptance by identifying and celebrating our personal giftedness as a reflection of our God. For this, let us pray, . . .

For what else shall we pray? (Spontaneous intercessions)

Let us place our concerns and desires into the hands of our loving God and pray together in the words that Jesus taught us:

All: Our Father . . .

Concluding Prayer (Pray in unison)
Almighty and ever-present God, your watchful care reaches from end to end and orders all things in such power that even the tensions and tragedies of sin cannot frustrate your loving plans. Help us to trust in your providential care of us. Give us strength and discernment to follow your call. Let your truth live in our hearts, that we may be instruments of identity formation within your children and reflect direction to parents as they provide for the ongoing development of their children. We ask this in the name of Jesus, the Master Teacher. Amen.

Focus Sheet #1: Security

Security is the sense of trust, safety, and confidence that a student's needs will receive predictable response from the significant people in the child's life and situation. With this assurance, a student's energies are available to deal with unpredictable stresses in the day.

Teacher practices and school policies that support the growth of security within students are those that incorporate the following characteristics:

Routine
Procedure
System
Safety Precautions
Consistency
Predictability

- - - - - - - - - -

What I Say Is What I Do
I Say What I Mean and I Mean What I Say

Application 1

How many examples of interactions, classroom practices, or teaching strategies can you cite that provide student exercise of security, a fundamental element of identity formation?

Application 2

Write *three* practices that you exercise or could exercise to develop security within the students of your classes. After you list them, share your list with other teachers of your grade-level or age-level grouping. In a separate session of the entire staff, report and compare your results to create a school profile of intentional practices that strengthen a student's sense of security.

Practice #1: _____

_____

_____

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Practice #2: _____

_____

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_____

Practice #3: _____

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_____

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Focus Sheet #2: Autonomy

Autonomy (or self-reliance) is the sense of respectful independence and inner authority that permits a student to make appropriate decisions without the need for supervision.

Teacher practices and school policies that support the growth of autonomy, or self-reliance, within students are those that incorporate the following characteristics:

Responsible Independence
Accountability for Choices and Consequences
Self-governance
Self-control
Respectful Assertiveness

- - - - - - - - - - -

I Do Nothing for a Child that the Child Is Capable of Doing
I Praise *Effort* More than *Result*

Application 1

How many examples of interactions, classroom practices, or teaching strategies can you cite that provide student exercise of autonomy, a fundamental element of identity formation?

Application 2

Write *three* practices that you exercise or could exercise to develop autonomy within the students of your classes. After you list them, share your list with other teachers of your grade-level or age-level grouping. In a separate session of the entire staff, report and compare your results to create a school profile of intentional practices that strengthen a student's sense of autonomy or self-reliance.

Practice #1: _____

_____

_____

_____

_____

Practice #2: _____

_____

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_____

_____

Practice #3: _____

_____

_____

_____

_____

Focus Sheet #3: Initiative

Initiative is the interior motivation to originate plans and the personal capacity to conquer tasks as a self-starter without requiring the coaxing or coaching of another person.

Teacher practices and school policies that support the growth of initiative within students are those that incorporate the following characteristics:

Give Exposure to Varied Experiences
Encourage Risk Taking
Provide Materials/Tools/Resources for Varied Interests
Enforce Consequences
Establish Standards and Deadlines
Model Recovery after Making a Mistake
Demonstrate Freedom Balanced with Responsibility

- - - - - - - - - -

I Praise *Ideas* and *Process* More than *Product*

Application 1

How many examples of interactions, classroom practices, or teaching strategies can you cite that provide student exercise of initiative, a fundamental element of identity formation?

Application 2

Write *three* practices that you exercise or could exercise to develop initiative within the students of your classes. After you list them, share your list with other teachers of your grade-level or age-level grouping. In a separate session of the entire staff, report and compare your results to create a school profile of intentional practices that strengthen a student's sense of initiative.

Practice #1: _____

_____

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_____

_____

Practice #2: _____

_____

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_____

_____

Practice #3: _____

_____

_____

_____

_____

Focus Sheet #4: Industry

Industry is the capacity to be persistent and diligent, to follow through on a task, and to create a systematic approach or method for problem solving and responsibilities.

Teacher practices and school policies that support the growth of industry within students are those that incorporate the following characteristics:

Take Steady Care over Time
Demonstrate Productivity
Meet Deadlines
Follow Through
Finish What Is Started
Manage Long-range Projects
Use Time Management and Planning
Work Side by Side Through a Difficult Project of Many Steps

- - - - - - - - - - -

I Plan My Work and Work My Plan;
Otherwise, If I Fail to Plan, I Plan to Fail

Application 1

How many examples of interactions, classroom practices, or teaching strategies can you cite that provide student exercise of industry, a fundamental element of identity formation?

Application 2

Write *three* practices that you exercise or could exercise to develop industry within the students of your classes. After you list them, share your list with other teachers of your grade-level or age-level grouping. In a separate session of the entire staff, report and compare your results to create a school profile of intentional practices that strengthen a student's sense of industry.

Practice #1: _____

_____

_____

_____

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Practice #2: _____

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_____

Practice #3: _____

_____

_____

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Focus Sheet #5: Classroom Climate

Private Evaluation

How *consistently* do I practice the listed behaviors? Rate each behavior on a scale of 1 to 5.

1 (Never); 2 (Seldom); 3 (Occasionally); 4 (Often); 5 (Usually)

___ I establish workable systems in the classroom that support success.
___ I am directive while new skills are being assimilated.
___ I set realistic goals and expectations based on developmental readiness.
___ I teach children how to manage time and task completion.
___ I move students toward increasing independence.
___ I equip children with the skills needed to achieve classroom expectations before exposing them to a new challenge.
___ I hold students accountable for the "mechanics of school practices":
  ___ carefully completing assignments
  ___ completing assignments
    - with correct spelling, punctuation, capitalization (according to grade-level expectation)
    - with sentences that are indeed complete thoughts
    - without cross-outs or extensive use of correction fluid
  ___ submitting assignments/requirements on the due date
  ___ demonstrating the skill of listening by
    - following the direction given
    - being able to repeat the spoken message
    - being able to reword the spoken message into words that convey the same meaning
  ___ finishing responsibilities and activities once begun
  ___ demonstrating follow-through on teacher requests and suggestions
  ___ returning parent-signed notices on the due date
  ___ responding to RSVP-type communications
___ I provide application opportunity, exercise, practice of skills needed for developmental tasks (class work, independent work, homework)

The Bottom Line

I equip the children for successful completion of a task, then
I assist the children to successfully complete the task, then
I expect successful completion of the task and require it, then
the children experience satisfaction at the successful completion
of the assigned task. Consequently, the children feel good about
themselves and have a growing confidence in their ability.

Focus Sheet #6: School Culture

In 1990, the California Task Force to Promote Self-esteem and Personal Social Responsibility defined self-esteem as "appreciating my own worth and importance and having the character to be accountable for myself and to act responsibly toward others" (*Toward a State of Esteem*, p. 18).

School Culture and Positive Self-esteem Survey

DIRECTIONS: Answer the following opinion items personally. Give your completed survey to the designated facilitator, who will tally a staff-wide summary. Then, as a staff, discuss ways to maintain or strengthen the efforts of the school to design structures that nurture positive self-esteem.

In your opinion, how well do the following characteristics describe your school policy and school personnel? Under *each* of the two response columns in the table below, enter in the space provided the one number that matches most closely your answer.

1 (Very Well); 2 (Fairly Well); 3 (Not Very Well); 4 (Not at All Well)

Characteristics of a School Culture That Nurtures Students' Positive Self-esteem	School Policy	School Personnel
A. Guide students to accept responsibility for their actions, choices, and behaviors.	_____	_____
B. Teach students how to "own" self-behavior, as opposed to shifting blame to others or shifting the emphasis or focus from self and the issue at hand to another topic or person.	_____	_____
C. Expect students to respect all others, as evidenced by self-control of speech and body toward parents, teachers, aides, peers, objects (books, possessions), and the environment.	_____	_____
D. Help students to grow in awareness that a student's projects, assignments, copybook work, behavior, belongings, and personal appearance speak a message to others. (The manner in which students conduct themselves advertises their opinion of themselves and the value, appreciation, and expectations they hold for themselves.)	_____	_____

Focus Sheet #7: Genuine Affection

Practices that nurture the development of security, autonomy, initiative, and industry create a sense of capability and competence within a student. The human soul, however, is nourished by love rather than competence. Genuine affection communicates appreciation, acceptance, and preference that values who a person is regardless of that person's competence or accomplishment.

Teacher practices that convey genuine affection for students are those that incorporate the following characteristics:

Respect
Teacher-Initiated Personal Contact
Confidentiality
Inclusion
Individualization
Validation, Appreciation, Affirmation
Encouragement
Spontaneous Enjoyment

Application 1

How many examples of interactions, classroom practices, or teaching strategies can you cite that communicate genuine affection for the students?

Application 2

Write *three* practices that you exercise or could exercise to convey genuine affection to the students of your classes. After you list them, share your list with other teachers of your grade-level or age-level grouping. In a separate session of the entire staff, report and compare your results to create a school profile of intentional practices that demonstrate genuine affection, appreciation, acceptance, and preference.

Practice #1: _____

_____

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_____

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Practice #2: _____

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Practice #3: _____

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Concluding Activity and Prayer: Called to Be Catalysts of Love

Introduction

(Suggestion: Play soft, instrumental music and use dimmed lighting. Appoint six readers to proclaim the readings or two readers who alternate paragraphs.)

We have reflected on the need to provide exercises to develop the senses of security, autonomy, initiative, and industry within the students of our school. We have named and shared teacher practices that could nurture such growth. If we are intentional about the work of identity formation and faithful to the practices that support its growth, we will help our students to be competent and to perceive themselves as capable. This is a great gift that we give to them and to our society. (PAUSE)

Every one of us knows, however, that there is a difference between feeling capable and feeling lovable. Practices of involvement, establishment, independence, fairness, respect, and accomplishment lead to the development of competence. What kinds of practices help people to conclude that they are lovable? and are loved without accomplishment or competence? (PAUSE)

Reflection

I invite you to think of the quality or attitude that makes you feel loved or lovable. Some people need to feel chosen in order to believe that they are loved. Others need to be affirmed. Still others need to experience being needed, taken into confidence, or touched physically. What do you most need to experience in order for you to accept the concept that someone loves you? (PROVIDE A LONG PAUSE)

[Background Information: Below are some of the qualities and responses that have been listed at other workshops.

I need to feel: accepted, affirmed, appreciated, paid attention to, cherished, chosen, consequential, creative, cuddled, encouraged, forgiven, included, listened to, missed, motivated, needed, recognized for who I am rather than for what I do, respected, sought, special, supported, taken into confidence, thoughtfulness, touched physically, understood, unique, valued, visited]

In a few moments I will pass this _____ (any solid object) among us. When it comes to you, take it and share aloud the **word** or **phrase** of the quality that you need to experience in order to feel valued or appreciated in a way that makes you feel loved and lovable. If you prefer to keep the word private, please say "Pass" when the _____ comes to you, and then pass it to the next person.

(PROVIDE ANOTHER PAUSE. BE READY TO WRITE DOWN ANY WORD OR PHRASE THAT IS SAID ALOUD. WHEN YOU SENSE THAT THE GROUP IS READY, SAY YOUR OWN WORD ALOUD, AND THEN PASS THE SOLID OBJECT TO A TEACHER. REVERENTLY, WITHOUT COMMENT TO ANY PARTICIPANT, WRITE DOWN THE WORDS THAT ARE OFFERED.)

Intercessory Prayer

I will read aloud each quality that surfaced, and I will pause between qualities. During the pause, call to your consciousness the name of a student who is in most need of that quality by you. In other words, who would feel loved if you exercised that quality? Within the privacy of your soul, form a prayer of petition for that student. Ask Jesus, the Master Teacher, to teach you how to show that particular expression of love to the student.

(PROVIDE PRAYER SPACE BETWEEN EACH QUALITY THAT YOU ANNOUNCE. IF MANY TEACHERS CHOSE THE OPTION TO PASS, FILL IN WITH SOME OF THE QUALITIES THAT WERE CITED IN THE BACKGROUND INFORMATION ON PAGE 96.)

Concluding Prayer

Jesus, Master Teacher, gentle and humble of heart, fashion us into your likeness. Give us your largeness of heart, that we may recognize the needs of our students for unconditioned love and affirmation. Grace us with the generosity to respond to those needs as wholeheartedly as you do. Jesus, make us gentle catalysts of love for our students. Amen.

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ABOUT THE AUTHOR

Patricia M. McCormack, IHM, Ed.D., is a member of the Sisters, Servants of the Immaculate Heart of Mary, Immaculata, Pennsylvania. She has taught in elementary and secondary schools, served as elementary school principal, and directed teacher education at the collegiate level. Sister Pat received her bachelor of arts degree from Immaculata College, Pennsylvania, and her master in education degree from Rowan College, New Jersey. In 1995, she received her doctorate in private school administration from the University of San Francisco.

Her dissertation is entitled "Catholic Elementary Schools as Agents of Parent Formation Needs as Perceived by Parents." Doctoral and postdoctoral research with parents, teachers, and children led Sister Pat to establish the Office of Formative Parenting Support Services to help parents and teachers to provide for the psychological and social development of children. She is the author of the "Parent Partnership Handbook" feature of *Today's Catholic Teacher* magazine.

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Department of Elementary Schools
National Catholic Educational Association
1077 30th Street, NW, Suite 100
Washington, DC 20007-3852
(202) 337-6232
www.ncea.org